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Sent: Tuesday, June 05, 2007 3:11 PM
To: Sachse, Tom
Subject: Fwd: Bountiful Jr. High Large Group CCGP Data Project Report

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>>> "Lamar Taylor" <lhtaylor@dsdmail.net> 6/4/2007 9:03 AM >>>
The purpose of this study was to determine whether our twenty minute reading period each day was making a difference in the reading levels of our students. Students in the 7th, 8th and 9th grade were given a pre - SRI - reading test at the beginning of the school year. At the end of the year, starting in April, the students were given a post SRI test inventory. A comparison report was run and is on file in Mr. Taylor's office and Pam Jacobson's district office. The results were that in the 7th grade, 68% of the students improved in their reading levels, 32% stayed the same or went down. Of the 61 tested in the last category, 48 were still proficient readers. In the 8th grade, 67% improved, 33% stayed the same or went down. Of the 59 students in the last category, 36 are still proficient readers. In the 9th grade, 76% improved, 23 % stayed the same or went down. Of the 42 students in the last category, 22 still test as proficient readers. This shows a major reading improvement in our school in a years period of time. Whether the results can be tied to the reading period or our emphasis on reading throughout our school is hard to determine. My disclaimer is that many students refuse to take testing seriously so there is a percentage of students who do not show improvement because they didn't give a valid testing. A few students were missed as they moved in to our school even though we tried to get them all tested. The district had problems with the SRI test when I was trying to get the post testing done and some did not record. Overall, I feel there is enough evidence of significant improvement that the reading period should continue at our school. This was an ambitious project to do. Testing the entire school twice took a great deal of time. I do feel good about the results, however. We will continue on with our reading period at the beginning of school.

LaMar H. Taylor
Bountiful Jr.

High Counselor

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Abstract

The purpose of this study was to measure the effectiveness of a UBSCT prep class that was taught at Bountiful Jr. High, to 9th graders 2nd semester. 22 ninth grade students were identified through End of Level testing and National testing of being at-risk for passing the UBSCT test. A list of students was compiled who met this criteria and given to their current 9th grade teachers to look over. Teachers helped to identify what students may accept additional help, and 18 were given the opportunity to drop an elective class and participate in this class. 16 students chose to receive the additional help. Students received 20 weeks of math, reading and writing help and basic study skills and test taking strategies. One year later we reviewed the results from their UBSCT test to see the effectiveness of the class. 12 out of 15 passed the reading test, 6 out of 16 passed the writing test and 10 out of 15 passed the math test. The class was successful in helping at-risk students prepare to take and pass the UBSCT.

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

Submit the Small Group “Closing the Gap” report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: Bountiful Jr. High

District: Davis School District

Counselor	Target Group	Curriculum and Materials	Start Date/End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
Kellie Robb	18 Students who were at risk for passing the UBSCT test were identified through EOL and national testing data, academic grades and teacher recommendation	The English teacher of this UBSCT prep class attended a district in-service on the UBSCT test and how to use U-TIPS with this test. A basic study skills guide was used as well as an algebra book.	November 30,2005 to May 30,2006 Results for study attained after UBSCT Test results were reported April 9, 2007	16 ninth grade students	Students took the UBSCT test in February 2007	18 students were identified as at-risk for passing the UBSCT test and were offered the opportunity to participate in a UBSCT prep class. 16 students chose to take the class 2 nd semester of their 9 th grade year. After reviewing their UBSCT results during their 10 th grade year the results are: 12 out of 15 passed the reading test 6 out of 16 passed the writing test 10 out of 15 passed the math test	The class was successful in helping students prepare to take and pass the UBSCT. Students can feel more confident as they prepare and take the UBSCT test. Bountiful Jr. High now has data to share with parents and students that may be at-risk for passing this test as we encourage them to enroll in a prep class.

Principal’s Signature

Date

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.

Abstract

Teachers were interviewed and they had concerns about the SEOP process. Due to teacher concerns we wanted to know how students and parents felt about the SEOP process. We wanted to know if the SEOP was time well spent. A survey was created and given to parents and students after their SEOP meeting. The results were overwhelmingly positive towards the SEOP process. Data was shared with teachers in a staff development meeting. The counselors also did a training on SEOP's. We were able to show how the SEOP tied into our School Improvement Plan and supported the school DRSL's.

Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007*

Develop this plan at the beginning of the school year.

School: Centerville Junior High

District: Davis

Target Group (whole school, entire class, grade level): 7th Grade

Target Group selection is based on the following data/information/school improvement goals: School improvement goal #4 at CJH is to enhance opportunities for students to feel connected to the school. Question: Is the yearly SEOP time well spent.

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/ Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
<ul style="list-style-type: none"> • Career Planning • Responsive Services • Graduation and current school success • Rapport building • Collaboration • Information distribution 	<p>We talk about being EFFECTIVE COMMUNICATORS with teachers, administrators, counselors, and parents. We talk about civic goals. This contributes to being a RESPONSIBLE CITIZEN. We show and teach how to use the Davis School Information System to check grades, communicate with teachers, and find links to gain new knowledge. Students and parents will be better COLLABORATORS after meeting with counselors thus making them feel more connected to the school.</p> <p>8th grade students and their parents will feel connected to the school through the SEOP process. Students and parents will discuss with the counselor current academic status, future academic goals, academic planning, career planning and will collaborate as a team.</p>	<p>SEOP Scheduler Counseling Secretary SEOP Forms SEOP Survey Counselors</p>	<p>Oct. 1, 2006 Oct. 31, 2006</p>	<p>265 students</p>	<p>7th Grade SEOP's</p>	<p>SEOP Survey Statistics. We will be giving parents a survey after meeting with us for their students SEOP.</p>

Principal's Signature _____

Date _____

Date of Staff Presentation _____

Prepared By _____

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007*

Please submit the Large Group "Guidance Activities" report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Please be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: Centerville Junior High

District: Davis

Counselor	Target Group	Curriculum and Materials Used	Start Date/ End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Leona Murray Gordon Griffiths Tom Hutchinson Marni Willard	All 7 th grade students and parents.	SEOP Planner NCR 4 year Plan District Information System (grades, testing, etc.) Scholarship Info. High School Graduation Credit Evaluation College Index	Oct. 1, 2006 Oct. 31, 2006	265	Teacher concerns of the effectiveness (general understanding) of the SEOP process. How does it apply to the School Improvement Plan and DRSL's? Administered survey to parents and students to measure effectiveness of the SEOP's.	The parents and the students, after going through the SEOP process, concluded that SEOP's are time well spent. The data was made available to teachers and administration in a staff development meeting. The counselors did a training on the SEOP and shared the data of the survey. The data supports that parents and students feel that SEOP's are beneficial in the educational process. (See attached)	Teachers have a better understanding of the SEOP process through the survey data which is a parent/student perspective. Teachers are more supportive of the SEOP and see the correlation between the School Improvement Plan and the DRSL's. Future implication more involvement / support from teachers in the SEOP process.

Principal's Signature _____

Date _____

Abstract
Closing the Gap Action Plan (Small Group)
Centerville Junior High School – May 2007

Appropriately identifying and placing in-coming students in Elementary Algebra has been a concern of Centerville Junior High School math teachers, administrators, counselors and parents. The CJH Community Council and the Comprehensive Guidance Program Advisory Committee have surveyed the parents, students and teachers. Math placement has always been an item of high concern. Counselors and teachers have worked with Davis School District math leaders and Lisa Jasumbach, Davis District Math Supervisor, to initiate the Orleans-Hannah Algebra Prognosis Test for the top 25% of Davis School District 6th grade students in math.

This year we felt it necessary to track those students selected to participate in our honors seventh grade math class, elementary algebra. The results of the Orleans-Hannah Algebra Prognosis test were highly reliable. The higher the percentile ranking, the more successful the student in elementary algebra. The appropriate identifying and placing of incoming students, support the CJH Educational Goal 2006-2007 in Mathematics and the CGP transition goals.

See “Small Group Results Report” for details.

Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007*

Develop this plan at the beginning of the school year.

School: Centerville Junior High District: Davis

Target Group: 7th Graders placed in Elementary Algebra

Target Group selection is based on the following data/information/school improvement goals: School Improvement Goal: Educational Goal for 2006-2007 in Mathematics: Appropriately identify and place in-coming students.

Intended Student Behavior	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders....")	Start Date/ End Date	Projected # of Students Impacted
Seventh grade students placed in Elementary Algebra will perform according to their 6 th grade pre-test rankings on the "Orleans-Hannah Algebra Prognosis Test."	The Utah CCGP Student Outcome would be a Curriculum, Transition goal made in SEOP registration meeting—correct placement.. The Desired Result of Student Learning (Complex Thinker) is "Students reflect on and evaluate their learning for the purpose of applying their knowledge in a variety of settings." Correct placement will help students achieve in math.	"Orleans-Hannah Algebra Prognosis Test." Counselors will place seventh grade students in math classes according to the results of sixth grade Davis District algebra prognosis test and parent requests.	Davis District "Orleans-Hannah Algebra Prognosis Test results, Elementary School Sixth Grade Teachers, Junior High School Counselors, incoming 7 th grade students and their parents.	Results will be measured from 7 th grade Elementary Algebra students' grades and how many of the students completed the Elementary Algebra course in 7 th grade	August 23, 2006 to June 1, 2007	40 students

Principal's Signature _____

Date _____

Date of Staff Presentation _____

Prepared By _____

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

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Please be sure to include all information required below, actual numbers of participants, any data, examples, And documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: Centerville Junior High School

District: Davis

Counselor	Target Group	Curriculum and Materials	Start Date/ End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
Leona Murray, Marni Willard, Gordon Griffiths	Forty seventh graders who scored above the 66 percentile on the “Orleans-Hannah Algebra Prognosis Test” taken in the Spring Semester of their 6 th grade.	Elementary Algebra curriculum and materials.	August 23, 2006 to June 1, 2007	40 seventh grade students	Orleans Hannah Results: 11 students – 93-99 percentile; 2 moved, 1 pre-algebra, 8 made A’s 11 students – 84-89 percentile; 4 moved, 1 pre-algebra, 4 made A’s, 2 made B’s and C’s 12 students - 72-78 percentile; 2 moved, 1 home schooled, 3 pre-algebra, 3 made A’s, 2 made A’s and B’s, one made B’s and C’s 6 students – 66 percentile: 1 moved, 2 pre-algebra, 2 made A’s, 1 made B’s and C’s 23 seventh grade students completed Elementary Algebra.	23 out of 30 students from the algebra prognosis test sample who attended Centerville Junior High School completed Elementary Algebra as 7 th graders. 100% of those in the 90-99 percentile range were very successful in El. Alg. 2/3 of the students in the 80-89 percentile completed Elementary Algebra, but 1/3 of those students may have trouble in future math classes (made B’s and C’s). 50% of those in the 70-79 percentile range completed El. Alg. 5 of the 6 were successful, with only 1 making B’s and C’s. Only 50% of the students scoring 66percentile completed El. Alg. One third made A’s. Anyone making B’s and C’s was invited to take Pre-Algebra. Only four students completed with B’s & C’s.	The Orleans Hannah Algebra Prognosis Test results are reliable in helping to place math students correctly. The higher the percentile ranking, the more successful the student. Having a strong math background makes students more successful.

Principal’s Signature _____

Date _____

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007

School: Central Davis Jr. High School District: Davis

Target Group: Student SEOP conferences

Target Group selection was randomly based on SEOP conferences during December, 2006 and January, February, and March 2007

ABSTRACT

Students and parents were asked to complete surveys after participating in their annual SEOP conferences. Information was gathered according to grade level, parent, and/or student. Information surveyed focused on internet access, student issues or problems addressed, useful information gathered, counselor prepared and professional, importance of SEOP conferences, and online scheduler convenience. The overall data indicated a positive perception for the SEOP conferences and online scheduler. The majority of those surveyed indicated an internet access at home.

PROJECT DESCRIPTION

The following Comprehensive Guidance Goals were major focuses in Central Davis Junior High's (CDJH) Student Education Occupation Planning (SEOP) conferences:

- STANDARD VIII: Responsive Services...Needs of students were always addressed with parents and students during SEOP conferences.
- STANDARD X: Career Exploration and Development...Students were assessed through career interest surveys and aptitude testing. Results were shared during annual SEOP conferences.
- STANDARD XI: SEOP Process...All students participated in their yearly SEOP conferences.

There were 367 surveys returned by students and parents after SEOP conferences. Out of that number, there were 127 student surveys, 171 parent surveys, and 69 unknown parent or student surveys completed. These surveys were completed by 7th, 8th, and 9th grade students and their parents. Each survey item allowed participants to strongly disagree, disagree, agree, or strongly agree. The major focuses in each grade level SEOP conference centered on school performance, assessments (academic and career related), career goals, school goals, community service goals, student goals, needs, issues, and concerns, parent directed questions and needs, etc. SEOP conferences started in October, 2006 and finished in May, 2007 for all counselors.

RESULTS

The following tables detail the results of the SEOP survey items:

Type of Respondent

	Number of...	Percent of...
Students	127	34.60
Parents	171	46.59
Not Provided	69	18.80
Total	367	100.00

Grade

	Number of...	Percent of...
Seventh Grade Students	117	31.88
Eighth Grade Students	101	27.52
Ninth Grade Students	21	5.72
Grade Not Provided	128	34.88
Total	367	100.00

Households with Internet Access

	Number of...	Percent of...
No Internet Access	12	3.27
Internet Access	287	78.20
Information Not Provided	68	18.53
Total	367	100.00

SEOP Conferences Address Issues or Problems

	Number of...	Percent of...
Strongly Disagree	6	1.63
Disagree	7	1.91
Agree	82	22.34
Strongly Agree	265	72.21
Not Provided	7	1.91
Total	367	100.00

SEOP Conferences Provide Useful Information

	Number of...	Percent of...
Strongly Disagree	3	0.82
Disagree	11	3.00
Agree	68	18.53
Strongly Agree	280	76.29
Not Provided	5	1.36
Total	367	100.00

Counselor Was Prepared and Professional

	Number of...	Percent of...
Strongly Disagree	5	1.36
Disagree	1	0.27
Agree	32	8.72
Strongly Agree	323	88.01
Not Provided	6	1.63
Total	367	100.00

Annual SEOP Conferences Are Important

	Number of...	Percent of...
Strongly Disagree	9	2.45
Disagree	10	2.72
Agree	87	23.71
Strongly Agree	253	68.94
Not Provided	8	2.18
Total	367	100.00

Online SEOP Scheduler Was Convenient

	Number of...	Percent of...
Strongly Disagree	11	3.00
Disagree	8	2.18
Agree	52	14.17
Strongly Agree	198	53.95
Not Provided	98	26.70
Total	367	100.00

DISCUSSION

The overall response from students and parents reflected a positive “agree” to “strongly agree” on SEOP related items. The following shows the positive percentages:

SEOP Conferences Address Issues or Problems	94.55%
SEOP Conferences Provide Useful Information	94.82%
Counselor Was Prepared and Professional	96.73%
Annual SEOP Conferences Are Important	92.65%

This year CDJH started using an internet scheduler for parents to schedule SEOP conferences. It should be noted that 78.20% of CDJH students’ households responding to this survey had internet access. It should also be noted that 18.53% of the returned surveys did not indicate whether there was or was not internet access at home. With the data gathered, there was a decline in the positive “agree” to “strongly agree” responses on this item.

Online SEOP Scheduler Was Convenient	68.12%
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It is our premise that over time this percentage will increase as the patrons become more familiar and comfortable in using the online scheduler.

In reviewing the positive responses to the survey, counselors at CDJH feel that parents and students are in agreement with us that SEOP conferences are valuable, informative, and important to have each year. Addressing school performance, assessments (academic and career related), career goals, school goals, community service goals, student goals, needs, issues, and concerns, parent directed questions and needs are all vital components of the SEOP conferences.

Counselors:

Sally Cannon
Vickie Bingham
Roger Key

Administrators:

Karyn Bertelsen
Alan Smith
T. J. Barker

Utah CCGP – Guidance Activities Results Report (Small Group)

2006-2007

School: Central Davis Jr. High School District: Davis

Target Group: Students in Transition Skills

Target Group selection was based upon students needing academic support

ABSTRACT

Students (7th, 8th, and 9th) were identified by teachers, counselors, and administrators as needing additional academic support and were placed in Central Davis Jr. High's (CDJH) Transition Skills Class through the recommendation of the Local Case Management Team (LCMT). The main purpose of the class focused on improving the students' overall grade point averages (GPA) and to teach skills that would support students academically afterwards. Beginning GPAs were used along with ending 3rd term GPAs to determine actual results. Total participation with this study was 36 students with 24 showing an increase in GPAs.

PROJECT DESCRIPTION

Counselors are actively involved in identifying students who need additional support academically in order to successfully meet graduation requirements for high school. The Belief Statements and Desired Results for Student Learning listed below detail the school's goals:

CDJH's Belief Statements that pertain to this study are:

Student learning is our primary focus.

Our traditions are based on respect, acceptance, high expectations, hard work, and accountability.

CDJH's Desired Results for Student Learning (DRSLs):

Resourceful thinkers who can:

Identify relevant questions, issues, and/or problems

Access, analyze, and evaluate information and credibility of sources

Recognize alternate points of view

Generate, use, and adapt critical and creative thinking strategies

Solve complex problems independently and collaboratively.

The target group of students consisted of the following:

7 th grade	7 students
8 th grade	21 students
9 th grade	<u>8 students</u>
	36 students

Counselors, teachers, and administrators worked together in LCMT meetings to identify students who would benefit from the extra support of the Transition Skills Class. Counselors were instrumental in identifying students and compiling data on each student to present to the LCMT.

The Transition Skills teacher coordinated activities to teach students study skills daily, assisted students with school work and projects, collaborated regularly with students' teachers, and tracked daily progress of students. Grades prior to coming into the Transition Skills Class and at the completion of 3rd term were used to assess academic progress. Counselors assisted, worked, and collaborated regularly with the Transition Skills teacher in helping and reaching each student in the program.

RESULTS

The following tables detail the GPA data for students in the Transition Skills Class:

Grade	Average Beginning GPA	Average Ending GPA	GPA Results +/-
7 th	1.111	1.667	+0.556
8 th	1.221	1.406	+0.185
9 th	1.029	2.181	+1.152

Grade	Number of Students with a Positive Result in GPA	Number of Students with a Negative Result in GPA	Percentage of Students with Positive GPA Increase
7 th	6	2	75%
8 th	13	8	62%
9 th	5	3	62.5%

DISCUSSION

Each grade level experienced a positive increase in its GPA results after students were involved in the Transition Skills Class. Students in 8th grade had the least gain with 0.185 GPA increase; 9th grade students had the best gain with a 1.152 GPA increase; and 7th grade students were in the middle with a 0.556 GPA increase. The actual percentages of students improving their GPAs were 75% for 7th grade, 62% for 8th grade, and 62.5% for 9th grade. Considering the overall outcome, the Transition Skills Class provides a positive, academic intervention for the majority of students participating in the program.

Counselors:

Sally Cannon

Vickie Bingham

Roger Key

Administrators:

Karyn Bertelsen

Alan Smith

T. J. Barker



2006-2007

Utah CCGP: Guidance Activities Results Report (Large Group)

School: Fairfield Jr. High School

Target Group: Eighth Grade (360)

ABSTRACT

Through the use of a pre and post survey the students participating in the 8th grade guidance activity of Reality Town were assessed to determine their growth of understanding based upon the objectives of this large group activity. Based upon percentage increased responses to survey items, the results showed that students gained some better understanding in many objective areas. Our students from the pre-survey showed a good basic understanding of the objectives of these life skills already. The slight increases in most areas showed an overall improvement of the whole groups' understanding. The free response question the students answered on the post-survey indicated very positive and conclusive outcomes of learning desired from participation in the activity.

PROJECT DESCRIPTION

Introduction: As a counseling department, we wanted to know if the students were statistically benefitting from this significantly demanding activity when it comes to our time, resources, and community commitment. We have observed student enjoyment and have received positive staff and community feedback in the past, but wanted to know what basic level of understanding the students learned from participating.

Participants: All of our 8th graders participated including students from our learning center and IH classes. 351 students completed the pre-survey with 336 completing the post-survey.

Method: Reality Town is an experiential curriculum developed in Utah that addresses the following State Student Standards/Outcomes: *Academic/Learning Development B1 ; Multi-cultural/Global Citizen Development A1 & A3, Personal/Social Development A1, B2, B3, C1, C2; Life/Career Development A1, A2, B1, B2, C1, C2, C3.*

During our school's career week our 8th graders and their teachers participated in a three hour experiential activity in our gym. Prior to the activity (3 weeks before) the students selected and applied for occupations based upon their grade point average, completed a "Life Plan" form detailing their goals for the future, and answered our school-developed pre-survey. During the activity, the students visited many booths representing life's expenses where they were

to pay their bills using a check book and a handbook detailing their life situation, occupation and income. Immediately following the Reality Town experience, our students returned to their classes with their teachers to discuss and reflect upon their experience, evaluate and summarize in their

student handbooks their participation, and then complete the post-survey questions.

Participants including our students: entire counseling department including secretaries, administrators, 8th grade teachers, and 70 to 80 community members representing and wide range of professions.

RESULTS

See following pages.

DISCUSSION

The survey data shows that our students possessed already a basic understanding of many of the life skill objectives that we wanted them to learn through their participation in the Reality Town activity. This could be due to many factors including good parenting, good learning strategies applied at our school, and a well supported and implemented Comprehensive Counseling and Guidance Program already in place. However, the data did overall show desired increases in most of the areas of understanding. This could imply that through the Reality Town experience the students who needed this better understanding of these objectives learned it through this activity. One could also imply that those students who had already internalized these understandings had them verified through the experience.

The free response question on the post-survey, *"What was the most important thing you learned from this experience?"* could become the impetus for future behavior applied to their own lives. The student responses were very positive and specific outcomes, and because of the student's ability to briefly summarize their learning, this could imply that they have been able to internalize their understanding through this experiential activity.

What we learned as educators about this activity through the surveys:

- ❖ Many students learn better through an experiential and fun environment
- ❖ The Reality Town curriculum supported and provided opportunity for students to gain a better understanding of the specified concepts outlined in the State Student Standards/ Outcomes.
- ❖ Clarification of some of the their perceived experiences such as "don't get married and have children" or "just getting another job will solve all their financial problems" need to be addressed in the reflective part of the activity.
- ❖ Our survey instrument needs to be refined.

1. School grades affect future career choices.

A. Not at all B. A little C. A lot

Pre-test

A. 0% B. 3% C. 97%

Post-test

A. 1% B. 2 % C. 97%

2. Career choices affect your monthly living allowance.

A. Not at all B. A little

8% Increase in students' understanding that career choice affects their monthly living allowance a lot .

C. A lot

Pre-test

A. 1% B. 13% C. 87%

Post-test

A. 0% B. 5% C. 95%

3. My parents pay _____ monthly bills each month

A. Less than 5 B. More than 10 C. Don't know

12% Increase in students' understanding that their parents pay for many bills each month.

Pre-test

A. 6% B. 28% C. 66%

Post-test

A. 5% B. 40% C. 55%

4. Taxes deducted from my paycheck are _____ of my monthly paycheck.

A. Less than 5% B. About 10% C. More than 10% D. Don't know

13% Increase in students' understanding that at least 10% of their wages will be deducted for taxes.

Pre-test

A. 3% B. 33% C. 20% D. 44%

Post-test

A. 4% B. 32% C. 33% D. 31%

5. How important is it to budget your money?

A. Not at all B. A little C. A lot

Pre-test

A. 1% B. 4% C. 95%

Post-test

A. 1% B. 3% C. 96%

6. How important is it to save your money?

A. Not at all B. A little C. A lot

Pre-test

A. 0 % B. 1% C. 99%

Post-test

A. 1% B. 6% C. 93%

7. A good reason for taking money out of savings is to:

A. Buy things you want

B. Pay for unexpected expenses

Reality Town Pre and Post Survey Results
Increase of Understanding Highlights Summarized in Boxes

2% Increase in students' understanding that saving money for expensive things is more important than just buying what you want.

C. Save up for expensive things

Pre-test

A. 4% B. 89% C. 7%

Post-test

A. 2% B. 89% C. 9%

8. Do you know what it takes to manage life as an adult?

A. Not at all

B. A little

C. Mostly

6% Overall increase in students' understanding of what it takes to manage life as an adult.

Pre-test

A. 6% B. 61% C. 33%

Post-test

A. 4% B. 57% C. 39%

2% Increase in students' understanding that a place to live is the greatest living expense. (Note 4% increase in entertainment. Students realized how much parents have been spending on them for their entertainment)

9. The most expensive living expense in life is:

A. A car B. Food C. Entertainment D. A place to live

Pre-test

A. 3% B. 19% C. 3% D. 75%

Post-test

A. 3% B. 13% C. 7% D. 77%

10. When you purchase items on credit, it _____ than the original price.

A. Costs less

B. stays same

C. Costs more

10% Increase in students' understanding that using a credit card to purchase items will in the end cost them more.

Pre-test

A. 8% B. 32% C. 60%

Post-test

A. 11% B. 19% C. 70%

11. Which of the items listed below are taxed?

A. A home

B. Food

C. A car

D. None of these

E. All of these

2% Increase in students' understanding that a home, their food and their car are all going to have taxes.

Pre-test

A. 5% B. 7% C. 2% D. 1% E. 85%

Reality Town Pre and Post Survey Results
Increase of Understanding Highlights Summarized in Boxes

Post-test

A. 4% B. 4% C. 4% D. 1% E. 87%

12. I can get a good paying job by:

- A. Getting training/education after high school B. Dropping out of high school to start working
C. Learning new skills in high school D. A and C

**5% Overall
increase in
students'
understanding
that getting
training/education
during and after
high school will
help them get a
good paying job.**

Pre-test

A. 9% B. 0% C. 1 % D. 90%

Post-test

A. 11% B. 1% C. 4% D. 84%

13. Decisions I make now about high school and learning can affect my lifestyle later.

- A. True B. False

Pre-test

A. 99% B. 1%

Post-test

A. 98% B. 2%

**18% Increase in
students' under-
standing that
getting a second
job will help them
pay their bills.
(Note this is what
they did in R.T.; a
more long range
approach would
be to get
additional skills to
increase their
earning capacity)**

14. If I couldn't pay all my bills, I would

- A. Find a second job B. Use my credit card to pay the bills
C. Learn more skills to get a better job D. Ask my parents for a loan

Pre-test

A. 42% B. 2% C. 51% D. 5%

Post-test

Reality Town Pre and Post Survey Results
Increase of Understanding Highlights Summarized in Boxes

A. 60% B. 3% C. 32% D. 5%

Reality Town Pre and Post Survey Results
Increase of Understanding Highlights Summarized in Boxes

15. When I decide to spend my money on something, I usually

A. Think about how badly I want it

1% Increase in students' understanding that it is better to think before your buy. (Note: Even getting a 1% increase for junior high students involving the word *think* is a successful intervention!)

B. Think about the cost of the item C. Think about if I need it or not

Pre-test

A. 10% B. 41% C. 49%

Post-test

A. 9% B. 41% C. 50%

16. To purchase a home that costs \$215,000 I would need to earn minimally a month.

A. \$1,500 B. \$2,500 C. \$4,500 D. No minimum

9% Increase in students' understanding of the value of one's monthly income in relationship to buying a home they want.

Pre-test

A. 9% B. 35% C. 49% D. 7%

Post Test

A. 6% B. 29% C. 58% D. 7%

17. My top priority reason I spend my money is:

A. Clothes B. Entertainment C. Savings D. Helping others

17% Increase in students' willingness to buy their own clothes instead of saving their money or using it for entertainment. (Note: poorly worded question,)

Pre-test

A. 11% B. 30% C. 51% D. 8%

Post-test

A. 28% B. 25% C. 44% D. 3%

18. If you are a parent of young children and both you and your spouse work which of the following would be your biggest expense in supporting your children?

A. Clothes B. Child Care C. Toys D. Food

24% Increase in students' understanding that it will cost more to have a child cared for outside of the home than it will to feed them.

Pre-test

A. 3% B. 58% C. 3% D. 36%

Post-test

A. 4% B. 74% C. 3% D. 19%

19. Taxes withheld from a person's paycheck include:

A. State Tax and Federal Tax B. Medicare and Social Security

C. None of these D. Both A and B

Pre-test

A. 12% B. 4% C. 3% D. 81%

Post-test

A. 12% B. 7% C. 6% D. 75%

20. "It is important to keep a record of how I spend my money." To what degree do you agree with this statement?

A. Strongly agree B. Agree C. Somewhat agree

Reality Town Pre and Post Survey Results
Increase of Understanding Highlights Summarized in Boxes

5% Increase in students' understanding of how really important it is to keep of record of their spending.

D. Disagree E. Strongly disagree

Pre-test

A. 51% B. 37% C. 10% D. 1% E. 1%

Post-test

A. 56% B. 31% C. 9% D. 2% E. 2%

* Other (Each response is less than 1%)

Get Good Insurance

Don't Get Married and Have Children

Responsibility

Don't Be Careless

Not Every Job Pays Well

Choices You Make Now Affect You Later

You Can't Have Everything You Want

Earn It to Deserve It

How to Take Care of a Family

Moving Costs A Lot

Don't Know

You Can Always Get Another Job

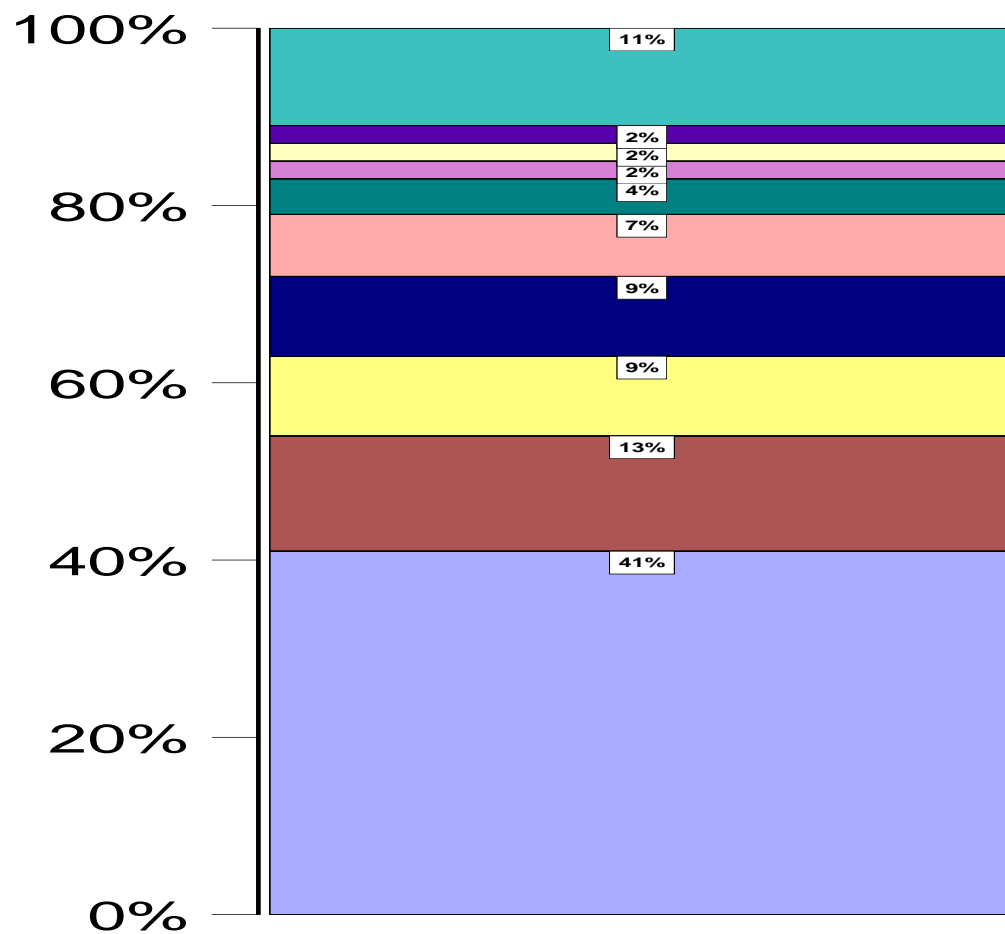
Government Taxes A Lot

Still Glad to Have Children

Have Fun

Reality Town Post Survey Free Response Question Results

"What was the most important thing you learned from this experience?"



- Other *
- How To Write Checks
- Plan Ahead / Prepare for the Future
- Children Are Expensive
- Better Understand Parent's Situation
- Get A Good Education
- The Real Expenses in Life
- Adult Life Isn't Easy
- Save Money
- Budget/Not Waste Money



2006-2007

Utah CCGP: Guidance Activities Results Report (Small Group)

School: Fairfield Junior High School

Target Group: Ten 9th Grade ESL Students

ABSTRACT

The original intent of this small group data project was to measure the effectiveness of the English as Second Language support classes for 9th graders (ESL Study Skills, ESL English, Read 180) by reviewing grades and test scores to determine progress. This has proven exceedingly difficult, since the ten students studies bring to the school major variations in English mastery, academic ability, motivation, parental support and home stability. Furthermore, students are supported by multiple interventions to which credit cannot be exclusively isolated. By reviewing the available data (provided on the last page), it has become apparent that we must find ways to step outside of the school and include the families of our ESL students. The areas of greatest interest are as follows:

- each student should have a strong, supportive relationship with an adult in the school setting
- parental support and trust should be won by providing viable communication and training to parents
- students, with parental support, must gain a vision of their future beyond the age of 16 and recognize the importance of education to achieve that vision
- students and parents must recognize the importance of regular attendance at school and the work force
- students, with parental support, should strive to pass all classes to avoid being overwhelmed by the financial and time-consuming burden of make up classes

PROJECT DESCRIPTION

Introduction: Our school's ESL population increases each year, placing increasing pressure on administration, faculty, counselors and staff to establish interventions for these students to help them become successful as they approach high school. In the 2006/7 school year, Fairfield had 67 ESL students, over double the number from four years ago. Currently, 29 teachers (of 49 total) are ESL endorsed, with several others in progress. A number of interventions are used to support the ESL students. As with

Special Education, the most appropriate interventions are selected by a committee of faculty members and recommended to the individual student and parents. A study committee was formed during this school year to review student needs and interventions available to our ESL population. This study committee, called "Foster Achievement, Engage Citizenship and Value Diversity" is comprised of the 3 counselors, the ESL Coordinator, a former ESL English teacher, and a foreign language teacher. All of the teachers are ESL endorsed. We anticipate this group will continue its study for several years, looking at the effectiveness of various intervention efforts. We also review trends in academic performance, behavior, attendance and discipline in the target group to determine if additional inventions are warranted or current practices should be modified.

Participants: The study group is composed of ten 9th grade students at varying levels of proficiency. Two are Level A (non-proficient in speaking, reading and writing); three are Level B (proficient in speaking, but not reading and writing); four are Level C (proficient in two of three areas - speaking, reading and writing); and one Level D (proficient in all areas for less than two years, receiving support services). All ten students were recommended to take the ESL English class above and beyond regular English; nine took the class and one declined so that she could continue her elective of chorus. All of the students involved are native Spanish speakers (by coincidence, not design), and the primary language spoken in the home for all students is Spanish. Nine of the ten are registered for fee waiver.

Method: A variety of interventions have been employed with the target group, and not all students receive all interventions. The following interventions were utilized for all of the participants:

- The school's ESL Coordinator (licensed teacher and ESL endorsed) meets with each ESL student at least weekly, and sees several of them daily in the Study Skills class. She performs required testing and coordinates with teachers to modify curricular expectations to meet the needs of individual ESL students.
- A part-time Spanish speaking "tracker" meets several times per week with each student to assist with homework, review progress, set goals and connect with parents. She also assists the ESL English and Study Skills teachers in the classroom.
- Mr. Swanson, our bi-lingual Asst. Principal, contacted the parents of all the Spanish speaking students within the first month of school, offering to be their interface as they interact with the school.

The following interventions were utilized by some, but not all of the students for various reasons, including schedule conflicts, behavioral problems and parent preference:

- **ESL English class** - co-taught by an almost-ESL-endorsed English teacher and ESL assistant to help students with "functional English" as well as assist with assignments and projects in "regular" English (these students had two periods of English per day). This class began at approximately midterm of Term 2 (12/1/06) and continued through second semester.
- **ESL Study Skills** - taught by an ESL endorsed teacher. Provided assistance with homework, preparing for tests, research, and motivation. Specific emphasis was placed on the importance of education and marketable skills to long-term success.
- **Read 180** - taught by an ESL- and Reading-endorsed teacher. Reading curriculum and practice are delivered by computer with supplemental reading and discussion in class.
- **Falcon Academy** - after-school homework help offered two days per week. Tutors are high school juniors and seniors, all Honors students. Students may sign up to attend for a term at a time and are expected to attend regularly. Not a drop-in program. Several tutors speak intermediate-level Spanish.
- **Teacher Assistant** - several students were assigned as Teacher Assistants with a mentor teacher who provided structure, encouragement and support.
- **Outreach Dinner** - families of registered ESL students (grades 7-9) were invited to a buffet dinner at the school. Bi-lingual handouts were provided to parents regarding their children's education. Additionally, educational gifts were provided to younger siblings (books, coloring books, school supplies). A total of 69 people attended. Attending staff included the principal, two assistant principals, three counselors, ESL Coordinator, ESL Study Skills teacher, foreign language teacher, ESL assistant, and four teachers.
- **Translator for SEOP and other interactions with parents**- when available, translators were procured for SEOP and other parent conferences if we knew the parent was not a proficient English speaker. Translators included Asst. Principal, ID Unit teacher, and ESL Assistant. Otherwise, the student was relied upon to translate to the parent.

Table 1 (last page) shows the interventions used with each of the ten students.

RESULTS

It is difficult to make meaningful judgments on the impact of any specific intervention due to the number that were employed with the target group and the lack of uniformity from one student to the next. Each of the interventions will be discussed, along with our ideas for improvement for the future. **Table 2** (last page) provides data on individual students and performance.

- Qualitative information (parent comments) reveals that **efforts to include parents in the educational process** were greatly appreciated. These interventions included the early 1st term call from Mr. Swanson (Asst. Principal), use of translators when available for SEOP conferences and other meetings with parents, and the outreach dinner. Several parents requested that we do the dinner again early next year, and they would provide "the REAL thing" for dinner (our dinner was catered through a local restaurant.) They especially appreciated the attention given to the younger family members (gifts and games). *Note: We intend to host a similar dinner in early fall for all ESL families and follow the "pot luck" suggestion. Efforts will continue to provide translators when possible. One of the counselors is learning Spanish. Mr. Swanson's services were utilized frequently by parents, with questions ranging from daily homework to how to discuss a problem with a teacher. Unfortunately, Mr. Swanson has transferred to another school. Perhaps the ESL Assistant and counselor could contact all parents early-on to offer assistance. A parent workshop is hosted in May and August of each year for "new" junior high parents. A Spanish version of this workshop and its resource booklet could be made available.*
- Only one student of the ESL group enrolled in **Falcon Academy**. Although the fee is minimal and scholarships are available, the ESL students in general do not want to attend after-school tutoring. They cite several reasons - program cost, babysitting for siblings, jobs and home expectations, transportation problems (there is no after-school bus), "I've had enough school at 3PM," and the "Falcon Academy is not cool" factor. *Note: After-school transportation is a legitimate problem for any bus student. Falcon Academy students must be picked up at 4:15 or walk home.*
- Five of the nine students enrolled in **Read 180** showed improvement in their testing over the duration of the class. One of the nine showed a drop in reading level, and three stayed the same. The Read 180 teacher has advised that the program is highly effective for motivated students, with a direct correlation between effort and improvement in reading. Those that did not show improvement chose not to take advantage of the opportunity and were frequently disruptive,

tardy or absent. *Note: The Read 180 teacher has suggested that the Read 180 and ESL English classes be block-scheduled to encourage more independent reading and make full use of the Read 180 program design. This recommendation will be discussed by the committee, ESL staff and administration in the fall and considered for possible implementation.*

- The effectiveness upon the individual student of **ESL Study Skills**, as with ESL English and Read 180, depends directly upon the student's motivation to take advantage of the class. As the teacher worked with individual students, she was able to learn more about each one's family and lifestyle and make appropriate connections (housing, food bank, etc.) Some students used the time to work on homework, research, work on projects, etc. with the assistance of a teacher and ESL assistant. Others used it as a social occasion. The social aspect is complicated by the fact that a number of these students are in as many as five (of seven total) of the same periods with their peers. Additionally, the teacher does not speak Spanish; although she is aware that students are off task, she does not generally understand the discussion topic (a problem also cited by other teachers who have several ESL students in one class.) *Note: The teacher in charge of this class next year speaks fluent Spanish which should help limit casual conversation among classmates.*
- **ESL English 9** was established in mid-2nd term to address the difficulties that the 9th grade students were having in the "regular" English class. The teacher stressed "functional English" and broke down the assignments given in the regular English classes to more manageable levels. The students then received two English grades per term, one designated ESL English 9, the other English 9. As with Study Skills and Read 180, the class suffered from the socializing induced by long-term "togetherness." *Note: The ESL English teacher plans to spend considerable time this summer re-structuring the curriculum to parallel the general English 9 curriculum (which she will also teach throughout the day).*
- **End of Level tests** (measured in % correct) in Language show that seven of the ten students are "holding their own" or showing "some" to "considerable" improvement in their mastery of English language from 8th to 9th grade. It is interesting to note that two of the three students who dropped in score between 8th and 9th grade have verbalized the intention to drop out of school as soon as possible. All but two students scored lower in 9th grade math than in 8th. Of the three students who took Earth Systems, one showed improvement from 8th grade science, one scored the same and the third scored lower than in 8th grade. *Note: Earth Systems has proven to be a difficult course for ESL students due to the multi-step problem-solving approach, math requirements and scientific vocabulary. For 2007/8, a section of Earth Systems will be available for ESL, resource and*

struggling students which will be co-taught by a science teacher and resource teacher, both ESL-endorsed. The new graduation requirement of three years of science necessitates that we provide a manageable science option in 9th grade.

- **Total absences** for the school year ranged from 0 to 55, with a mean of 20.9. Reasons listed for absences ran the gamut from FB (Family Business), to A/S (Sick) to A/T (truancy), A/IS (In-School Suspension) and A/SU (suspended). There was a general trend for those students with frequent full day absences toward additional absences early and late in the school day, as well as frequent tardies transiting from class to class. *Note: Attendance issues can be very difficult to address. Some students' parents have left for work and the student is responsible for getting him/herself to school or a bus stop on time. Others are required to babysit for siblings. Some do not have medical insurance, so that absences for illness may last longer than for those who receive medical care. As previously mentioned, nine of the 10 students are eligible for fee waiver. The remaining student lives in a low income neighborhood with his single parent, but has not requested fee waiver.*

DISCUSSION

Fairfield Junior High offers a variety of opportunities through classes and structured programs to help struggling ESL students. Additionally a number of our teachers have provided valuable mentoring assistance, as well as making modifications in work assignments to promote academic success on a day to day basis. The ESL Coordinator and ESL teachers have developed a **personal relationship** with each of the students and many of the parents.

Students who have a clear future plan which includes graduation from high school and/or post-high school education are more likely to avail themselves of educational opportunities than the students who have no clear future plan or intend to drop out at the earliest possible time. **Active support of and involvement in education by the parents** is likely to strengthen the student's desire to establish and commit to such a plan.

A fair amount of career information is offered in the 7th grade TLC program. The requirement for language and computer skills to access the computerized curriculum and research information may limit the usefulness of some career prep activities for ESL students at that grade level. **Continued focus on career preparation** in 8th and 9th grade for ESL students may be very beneficial as the students' English mastery improves.

Absenteeism plays a major role in learning and grades, and many ESL students have a higher than average absence rate. **Consistent, regular attendance** would provide more opportunity for learning and reduce the amount of missing school work. If students buy in to a reason to come to school regularly (such as supportive adults, peers, and a potential career), they are less likely to be involved in disciplinary infractions and fail classes which will later need to be made up.

To low income students, failed classes represent a \$45 fee per class plus an 18 hour time commitment outside of school hours. At some point, the number of F's becomes insurmountable in the student's eyes, fueling the desire to drop out. Student #1 has 18 F's, which would cost him 324 hours and \$810 to make up. If the 324 hours could have been spent working at \$5.50/hr. his actual cost in terms of fees and lost work would be \$2,192 to complete ninth grade. Clearly, one of the school's main foci must be on helping ESL (and all other) students **pass classes the first time**. For those who do fail, efforts should be made to get the credit made up before the number of failed classes becomes overwhelming.

Plan of Action for 2007/8

- The information gathered in this report will be presented to the faculty as part of the School Improvement Plan. The "Foster Achievement..." committee will continue to review interventions for ESL students and collect data to determine effectiveness.
- Members of the "Foster Achievement..." committee will ensure that all 9th grade ESL students have a mentor - an adult in the school with whom they can relate and will intervene in their behalf. Ideally, mentors should meet with the student's parents to gain their support and trust.
- Continuing efforts will be made to involve ESL parents in their students' education, including the following: Surviving Your Child's Junior High Experience Workshop presented in Spanish (or a translator provided for other languages); translation of the workshop manual into Spanish and other languages as possible; another ESL community dinner early in the school year; a personal call from a counselor or ESL teacher offering assistance periodically throughout the school year; and personal invitation to the student's SEOP by the appropriate counselor with interpreters procured as required.

- Continued emphasis on career exploration and job skills for 9th grade ESL students, utilizing guest speakers, classroom activities, discussion groups and computerized curriculum.
- Timely "human" (rather than recorded) interventions when ESL students are absent, such as a phone call the same morning that the student is absent, and daily calls until his/her return. The goal is to shorten the absence duration as much as possible by motivating the student to return quickly, and offering assistance in the case of illness or family problems. Additionally, teachers can be notified of any unusual circumstances to consider in working with the student upon return.
- Frequent monitoring of school performance with the student and appropriate intervention with teachers/parents/student) to prevent F's rather than make up failed classes.
- Encourage all teachers to become ESL endorsed.
- "Foster Achievement..." Committee will encourage teachers to identify essential aspects of their curriculum especially critical for ESL student understanding, and design effective teaching and learning strategies for those areas of content assessed by EOL testing.
- Assess and place all ESL learners regardless of proficiency level in a Read 180 class (unless they are reading at grade level).

Table 1 - Data on ESL 9th Grade GAP Subjects - Interventions

Student	Gen	Prof Level	Tracker	ESL Coord	Study Skills	ESL English	Read 180	TA	Outreach Dinner	Translator SEOP	FA
#1	M	B	x	x		x	yr			x	
#2	F	C	x	x	yr		sem	x	x		
#3	M	B	x	x	sem	x	yr	x	x		x
#4	F	C	x	x	yr	x		x	x		
#5	M	A	x	x	yr	x	yr				
#6	F	D	x	x	yr	x	sem				
#7	M	C	x	x		x	Read Enr.	x	x	x	
#8	F	A	x	x	yr	x	yr		x		
#9	M	C	x	x	sem	x	sem				
#10	F	B	x	x	yr	x	yr		x	x	

Table 2 - Data on ESL 9th Grade GAP Subjects - Performance

Student	Gender	Prof Level	Total F's Gr 9	Term 1		Term 2		Term 3		Term 4		Read 180 Lexile +/-	Read 180 Perform Standard	EOL Lang Gr8/Gr9	EOL Math Gr8/Gr9	EOL Science Gr8/9	Eng. Prof. Gr8/Gr9 Category		2006/7 Discipline Referrals to 5/1/07
				GPA	Abs	GPA	Abs	GPA	Abs	GPA	Abs								
#1	M	B	18	.19	2	1.10	4	1.28	0*	.57	4	0	<Basic	29/25	30/17	27/--	2/4	2/4	25
#2	F	C	0	3.1	1	2.8	3	2.4	6	2.3	1	+333	Basic	32/52	39/47	36/36	3/4	3/4	1
#3	M	B	5	1.2	0	1.6	1	2.1	2	1.8	2	+208	<Basic	25/28	57/50	28/--	2/4	2/4	20
#4	F	C	4	2.7	0	.94	21	2.6	2	2.0	2	NA	NA	37/77	67/69	41/49	3/4	3/4	0
#5	M	A	6	.67	3	2.0	4	2.2	5	1.6	6	0	<Basic	25/22	50/40	26/--	1/4	1/4	10
#6	F	D	1	2.4	0	3.0	0	2.3	0	2.1	0	+45	Basic	60/66	61/37	48/40	4/4	4/4	1
#7	M	C	5	1.8	17	1.9	17	3.0	6	1.5	15	NA	NA	32/31	64/40	27/--	3/4	3/4	10
#8	F	A	3	1.8	7	1.8	9	3.0	7	1.9	17	+320	Basic	45/45	47/31	31/--	1/4	2/4	23
#9	M	C	5	.9	8	1.6	2	2.4	2	3.0	8	+14	Basic	37/63	76/61	47/--	3/4	4/4	15
#10	F	B	4	2.1	2	1.9	7	2.3	6	1.1	10	-23	<Basic	42/23	36/24	25/--	2/4	2/4	10

* Sporadic absences in various classes, but no all-day absences

Utah CCGP – Guidance Activities Action Plan

Large Group - 2006-2007

School: Farmington Junior High School

District: Davis

Target Group: 8th Grade

Target Group selection is based upon: Our school improvement goals of gains in reading and math and strengthening career programs.

ABSTRACT

In this study, low performing 8th grade students were studied to determine if teaching the Reality Town career curriculum after the Reality Town experience would help students to improve in assignment completion. We hoped this change would help students to maintain their motivation to complete assignments for the three weeks following Reality Town. The study showed that changing the time the curriculum was taught helped 32 % of the students studied to improve in assignment completion. We were surprised to discover that all students with a gpa of 1.8-1.5 improved.

PROJECT DESCRIPTION

Introduction:

Last year, as a result of our gap project, we learned that participating in Reality Town motivated students to increase their homework completion for the two weeks following Reality Town. This year we were hoping to extend the period of increased work to three weeks, by doing some of the Reality Town career lessons the week after Reality Town.

Students will learn the connection between career choice and school success. Students will take responsibility for personal actions.

Participants:

All 8th grade students – 360

We were particularly interested in the effect this project had on lower achieving students. Data was collected from students with a 2.4 – 1.5 gpa.

Method:

Career lessons from the Reality Town curriculum, were taught in history classes a week after the Reality Town experience (November 6th).

We counted the number of missing assignments in academic classes for three weeks prior to Reality Town and three weeks following Reality Town.

The project was supervised by the 8th grade counselor.

RESULTS

18 students improved in the number of assignments completed following Reality Town.

10 students stayed the same in the number of assignment completed.

27 students completed fewer assignments.

All of the students who had a 1.8-1.5 gpa improved the number of assignments completed.

DISCUSSION

Reality Town clearly is a great benefit to students in the 1.8-1.5 gpa range. These students (for a short time) were able to connect school performance with the world of work. Continuing to find ways to help them understand this connection may result in increased school performance.

We had hoped that all of the students surveyed would improve. This study may have been affected by the strong difference between this year's 8th grade class and the class we studied last year. This group is lower performing both academically and behaviorally. It is difficult to determine if the changes made in teaching the Reality Town curriculum were effective with the majority of students as the difference between the two groups may have affected the results of this study.

Utah CCGP – Guidance Activities Action Plan

Small Group - 2006-2007

School: Farmington Junior High School

District: Davis

Target Group: 8th Grade

Target Group selection is based upon: Our school improvement goals of gains in reading and math and strengthening career programs.

ABSTRACT

24 students in 7th, 8th, and 9th grade received assistance from a part time tracker in recording their assignments in their planner and completing assignments. 7th and 8th grade students showed improvement in their gap. Only one 9th grade student showed improvement. Tracking seems to be more effective with younger students. However, the Learning Skills class we studied last year was more effective in assisting students to improve their gpa than tracking has been.

PROJECT DESCRIPTION

Introduction:

The school improvement goals are to improve reading and math gains. A part-time tracker was hired to help low performing students follow through with recording their assignments in their planners and when needed, to help them complete assignments.

Participants:

24 students: 4 – 7th grade
10 – 8th grade
11 – 9th grade

Method:

The tracker met with students **weekly** to help them with their planners and completing missing assignments.

The study was supervised by the 8th grade counselor.

RESULTS

8 students (33%) improved their gpa from first to third term.

3 – 7th grade

4 – 8th grade

1 – 9th grade

13 students (54%) gpa decreased.

1 – 7th grade

3 – 8th grade

9 – 9th grade

4 students (16%) gpa stayed the same.

3 – 8th grade

1 – 9th grade

DISCUSSION

Tracking is not effective with 9th grade students. It may be helpful to 7th and 8th grade students. The small number of students tracked makes it difficult to draw firm conclusions about the benefit of tracking for 7th and 8th graders.

Last year we studied the effect of our Learning Skills classes in assisting students to improve their gpa. The Learning Skills class is more effective than the tracking in helping students improve their grades.

Abstract

Kaysville Jr. High
Counseling
Davis School District

In our Guidance Activity for Large Group we decided to work on improving our individual SEOPs. This was accomplished by having a large group SEOP with the 392 seventh graders at Kaysville Jr. High, prior to their individual SEOP. A counselor went into each TLC class and explained the purpose for the SEOP. Each student was given a Student Education Occupation Plan Form and filled out with the help of the counselor. This form provided the student, parent, and counselor information about interests, goals, and strengths, which improved the individual SEOP discussion. Also, having this form already completed gave more time for guidance. This form can be updated in their 8th and 9th grade individual SEOP conference if needed.

Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007*

Develop this plan at the beginning of the school year.

School: ___Kaysville Junior High_____ District: Davis School
District_____

Target Group: (whole school, entire class, grade level) _____Entire 7th grade
class_____

Target Group selection is based upon the following data/information/school improvement goals: _____To provide a variety of opportunities for student involvement and success._____

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/ Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
<i>Student Education Occupational Plan</i>	To improve the effectiveness of our individual SEOPs.	Each student was given a Student Education Occupation Plan Form. This form was formatted by the counselors at KJH to fit the needs of our students.	November 2006/ February 2007	392	TLC	<i>By the total amount of SEOPs completed.</i>

CCGP Closing the Gap, 2007
Abstract

As part of our School Improvement Plan, Kaysville Junior High has committed to help students realize the connection between the curriculum they learn in school and real life. With this in mind, we identified 100 9th graders, through the SEOP process and based on EXPLORE career testing results. These students were taken on a tour of the facilities at the Davis Area Technical College. They were also given the chance to attend the Davis School District Career Fair. Most students reported having a positive experience and were now aware of opportunities to work on higher education goals in areas they might not otherwise have considered and the chance to do this while still in high school.

Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007*

Develop this plan at the beginning of the school.

School: Kaysville Junior High

District: Davis School District

Target Group: 9th grade students identified through the SEOP process

Target Group selection is based on the following data/information/school improvement goal: As part of our school improvement plan and our goal to help students understand the relationship between the world of work and the skills they learn in school, we will expose students to a variety of career options through attendance at a district wide career fair.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .")	Start Date/ End Date	Projected # of Students Impacted
Students will have a better understanding of their current skills and interests and how they relate to careers that might be options for them. Students will also be aware of educational opportunities open to them outside of the traditional college route.	Improve student and parent awareness of the connections between the curriculum and application of the curriculum to real life.	Throughout the school year, these students will take the district wide EXPLORE test, meet with counselors at their SEOP and be targeted for a special field trip to DATC. They will also take part in the district wide Career Fair	EXPLORE testing and results, tour of DATC, career fair.	Students will complete the EXPLORE testing and after the career fair will complete an evaluation of the fair.	09/01/2006- 05/01/2007	100

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

Submit the Small Group “Closing the Gap” report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: Kaysville Junior High District: : Davis School District

Counselor	Target Group	Curriculum and Materials	Start Date/End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
Karen Russell	9 th grade students targeted during their SEOP's	EXPLORE testing and results.	Sept. 1, 2006-May 1, 2007	100	Students have completed an assigned evaluation of the career fair.	Students will understand some of their interests and abilities. They will understand what some of their educational options are, aside from the traditional college route and how they can benefit from them. They will also have a better understanding of career options and what is required to work in the various fields.	The students will understand they have educational and career options that might be in areas other than ones they had previously thought. They will have an appreciation of opportunities open to them at a technical college and will know about non traditional careers.

Principal's Signature

Date

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.

Mueller Park Junior High
Closing the Gap
Large Group
2006-2007

Abstract

In this project, a pre and post test was given in conjunction with our Bully Awareness lessons. These lessons are presented to our student body, by our entire counseling team, at the beginning of each year. The purpose of the survey was to determine two things: first, if our presentations were educating our students on bullying behaviors and second, if we were effective in making ourselves visible and accessible to our students. Our results suggested that our students had gained knowledge of bully strategies, and our presentations had a significant impact in educating them about Relational Aggression/Gender biases. We also found that we are effective in our goal to be visible to all students, especially significant in the 7th grade.

Utah CCGP- Guidance Activities Action Plan (Large Group) 2006-2007

Develop this plan at the beginning of the school year.

School: Mueller Park Junior High

District: Davis School District

Target Group (whole school, entire class, grade level): All 7th, 8th and 9th grade students

Target group selection is based on the following data/information/school improvement goals: Mueller Park Junior High Desired Results for Student Learning

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum And Materials	Project Start/ Projected End Date	Projected Number of Students Impacted	Lesson will be Presented in Which class Or subject?	Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
Introduction of the counseling team and their role at MPJH. -What is Bullying? - Forms of Bullying - Why kids bully - Who Bullies - Triangle of bullying (victim, bystander, bully) - Effects of bullying - What to do if you are being bullied - What to do if you witness bullying - Relational aggression and bullying within peer groups - Safe School Rules	MPJH Desired Results for Student Learning: 1. Interpersonal Skills -Work with various populations in a variety of situations to set and achieve goals. -Evaluate and respond constructively to disagreements/conflicts caused by a diversity of opinions/beliefs. 2. Responsible Citizens -Respect authority, property and others. -Ensure rights by exhibiting respectful and responsible behavior.	Curriculum Sources: National Bullying Prevention Campaign, 2002 PowerPoint's have been created for each of the grade levels – the content is developmental and builds on itself each year – each of the PowerPoint's was created with flexibility in mind to allow for open discussion/questions, etc. where needed.	Classroom Presentations 9/6/06 To 9/18/06 Data collection will be on-going throughout the year.	602	Lessons will be presented in all 7 th , 8 th and 9 th grade Science classes.	A pre test will be administered by the counselors on the day of the presentation. A post test will be administered to the entire school on one day during the advisory period. Results will also be measured by looking at the number of harassment incidents for each term of 2006-2007.

Principal's Signature

Date

Date of Staff Presentation

Prepared By

Mueller Park Junior High

Bully Survey Data

2006-2007

7th Grade Only

Question	Pre	Post	Increase/Decrease
1. I know where the Counseling Center is located.	97.1%	99.04	+2%
2. I know at least one Counselor by name.	89.02%	97.3%	+8.28%
3. I could name 3 adults in the school who could help me if I did not feel safe.	95.4%	95.9%	+.04%
4. I know what "relational aggression" is.	22%	42.8%	+20.8%
5. As a witness, I can do something about bullying.	94.8%	95.9%	+1.1%
6. I know some strategies to use if I'm bullied.	91.3%	95.9%	+4.6%
7. Boys do most of the bullying.	21.96%	7.5%	-14.46%
8. I have a right to feel safe at school.	96.0%	97.3%	+1.3%

7th and 8th Grade Combined

Question	Pre	Post	Increase/Decrease
1. I know where the Counseling Center is located.	97.5%	98.27%	+.77%
2. I know at least one Counselor by name.	96.1%	94.3%	-1.8%
3. I could name 3 adults in the school who could help me if I did not feel safe.	93.45%	92.95%	-.5%
4. I know what "relational aggression" is.	25.35%	41.15	+15.8%
5. As a witness, I can do something about bullying.	95.35%	93.65%	-1.7%
6. I know some strategies to use if I'm bullied.	94.25%	95.75%	+1.5%
7. Boys do most of the bullying.	26.68%	11.7%	-14.98%
8. I have a right to feel safe at school.	96.35%	96.45%	+.1%

Utah CCGP- Guidance Activities Results Report (Large Group) 2006-2007

Please submit the Large Group "Guidance Activities" report electronically to tim.sache@schools.utah.gov by June 15, 2007. Please be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: Mueller Park Junior High

District: Davis School District

Counselor	Target Group	Curriculum And Materials Used	Start Date/ End Date	Process Data Number of students affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
Claire Chilton Eileen Santella Peggy Bowles	Whole School	PowerPoint Presentations Developed for Each grade level 7 th , 8 th and 9 th . Curriculum Sources: National Bullying Prevention Campaign, 2002	Classroom Presentations 9/6/06 To 9/15/06 Post-test data was collected 9/20/06 and 9/21/06.	All students in 7 th , 8 th and 9 th grade Science. Approx. 602 students	A Pre test survey was administered to all 7 th and 8 th grade students immediately prior to the presentation. 9 th grade was not administered the survey. A Post test survey was administered by Advisory teachers the week following the classroom presentations. Data was collected to measure student awareness of the following: <ul style="list-style-type: none"> Where the counseling center is and who works there Relational aggression and other non-physical types of bullying behavior Strategies for dealing with bully behavior at junior high 	<p><i>I know what Relational Aggression is:</i></p> <ul style="list-style-type: none"> Pre test, 25.35% Yes Post test, 41.15% Yes Increase of 15.8% <p>7th grade only: Pre 22%, Post 42.8%, +20.8%</p> <p><i>Boys do most of the Bullying:</i></p> <ul style="list-style-type: none"> Pre test, 26.68% Yes Post test, 11.7% Yes Decrease of 14.98% <p>7th grade only: Pre 21.9%, Post 7.5%, -14.4%</p> <p><i>I know strategies to use if I am bullied:</i></p> <ul style="list-style-type: none"> Pre test, 94.25% Yes Post test, 95.75% Yes Increase of 1.5% <p>7th grade only: Pre 91.3%, Post 95.9%, +4.6%</p> <p><i>I know where the Counseling Center is:</i></p> <ul style="list-style-type: none"> Pre test, 97.5% Yes Post test, 98.27% Yes Increase of 0.77% <p>7th grade only: Pre 97%, Post 99%, +2%</p> <p><i>I know at least one Counselor by name:</i></p> <ul style="list-style-type: none"> Pre test, 92.56% Yes Post test, 95.8% Yes Increase of 3.24% <p>7th grade only: Pre 89%, Post 97%, +8%</p>	<p>This data tells us that our bullying presentations are having a significant impact on our students' ability to recognize non-traditional forms of bullying as bullying.</p> <p>The data also supports a Pro-Active approach.</p> <p>It shows that we are doing a great job at getting to know our students and making ourselves visible and accessible to them. Students are aware of what our function is at school.</p> <p>Our efforts to connect with our incoming 7th graders is particularly significant as the survey takes place during the first month of school.</p> <p>Our presentations give us a common vocabulary to use with our students and gives them the necessary info to discuss/report and identify bullying behaviors.</p>

Principal's Signature

Date

Date of Staff Presentation

Prepared By

Utah CCGP- Closing the Gap Action Plan (Small Group) 2006-2007

Develop this plan at the beginning of the school year.

School: Mueller Park Junior High

District: Davis School District

Target Group: Non-Proficient 7th, 8th, and 9th grade students

Target group selection is based on the following data/information/school improvement goals: CRT scores for Spring 2006

Intended Student Behavior	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? (E.g. "From sample classrooms of Tenth graders...")	Start Date/ End Date	Projected # of Students Impacted
<p>1. Students will maintain and/or improve GPA.</p> <p>2. Students will develop skills that will help them be more successful in school.</p>	<p>MPJH Desired Results for Student Learning:</p> <p>1) Lifelong Learning</p> <p>2) Complex Thinking</p> <p>3) Interpersonal Skills</p> <p>4) Responsible Citizenship</p>	<p>Positive Bi-Monthly Intervention:</p> <ul style="list-style-type: none"> • Students touch base with one member of the couns team at least twice per month. • Students form positive relationships with the counselor who is genuinely interested in their performance and well-being. <p>This relationship facilitates:</p> <ul style="list-style-type: none"> *Communication between Student and counselor *Communication with parents and teachers *Identification of good teaching strategies *Goal Setting *Academic tracking *Development of study skills *Positive reinforcement 	<p>2 Counselors</p> <p>1 Counseling Assistant</p>	<p>Student's GPA, terms 1-4 for the 2006-2007 school year.</p>	<p>August 2006 To May 2007</p>	<p>139 Students</p> <p>7th grade: 36 8th grade: 55 9th grade: 48</p>

Principal's Signature

Date

Date of Staff Presentation

Prepared By

Utah CCGP- Closing the Gap Results Report (Small Group) 2006-2007

Please submit the Small Group "Closing the Gap" report electronically to tim.sache@schools.utah.gov by June 15, 2007. Please be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: Mueller Park Junior High

District: Davis School District

Counselor	Target Group	Curriculum And Materials	Start Date/ End Date	Process Data Number of students affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
Claire Chilton, Counselor Eileen Santella, Counselor Peggy Bowles, Counseling Assistant	7 th , 8 th and 9 th grade students who scored non-proficient 1=minimal understanding 2= partial Understanding in any core subject area on End of Level testing for the 2005-06 school year.	Current grade printouts are used to meet with each student. The goal of these meetings is to establish a positive, safe, unconditional relationship with each student. Specific interventions: -Bi-monthly individual conferences to discuss progress and concerns. -Active listening -Feedback -Goal setting -Positive reinforcement	August 2006 through May 2007	139 students 55 – 8 th grade 48 – 9 th grade 36 – 7 th grade	Data collected from the results of end of level testing for the school year 2005-2006 was used to identify participants. Of the 147 students identified: *64% scored below a "2" proficiency in at least one core area *22% scored below "2" proficiency in more than one core area *11% scored non-proficient in all three core areas *40% scored non-proficient in at least 2 core areas. Data on the student's GPA for the current year was kept for Terms 1 through 4.	GPA data was collected individually for each student, each term. *71% of students improved or maintained (within .5) their GPA *24% of students improved their GPA *4 students (3%) made significant increases in their GPA (over 1.0 increase) Group data collected was as follows: Term 1: Average GPA of 2.69 Term 2: Average GPA of 2.44 Term 3: Average GPA of 2.49 Term 4: Average GPA of 2.42 Although the Average Group GPA did not show significant improvement, it did show the group as a whole was able to maintain a consistent GPA.	Based on research we know that students who have made a social or emotional connection at school have been shown to have improved attitudes, behavior and performance. We believe the data shows the students who participated are better equipped to: -ask for help independently -make good decisions -set goals -manage school work load -communicate more effectively with teachers, parents and peers -have a greater attachment and engagement to school -initiate contact with counselors

Principal's Signature

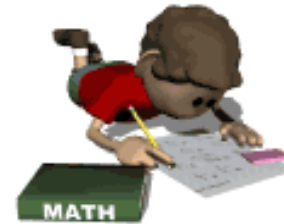
Date

Date of Staff Presentation

Prepared By

Student Grade Report 2006-2007

	Grade Level	Term 1	Term 2	Term 3	Term 4	2005/2006
1	8	3.619	3.095	3.523	2.904	N
2	8	1.142	1.285	1.857	1.19	Y
3	8	3.523	3.571	3.476	3.142	Y
4	8	2.857	1.904	2.476	2.047	Y
5	8	2.571	1.381	2.523	1.571	Y
6	8	1.857	2.476	2.476	3.142	Y
7	8	0.809	0.00	0.714	0.619	Y
8	8	0.523	0.00	0.00	0	Y
9	8	2.762	2.666	2.047	1.571	Y
10	8	2.476	2.524	2.571	2.571	
11	8	1.666	2.428	2.523	2.761	Y
12	8	1.904	2.095	2.00	1.904	Y
13	8	3.237	2.666	1.19	1.142	
14	8	3.444	3.222	3.428	3	Y
15	8	3.523	3.619	3.666	3.389	Y
16	8	2.285	2.428	3.142	3.19	Y
17	8	3.476	3.714	3.619	3.762	Y
18	8	2.00	1.714	1.142	0.714	
19	8	2.746	1.714	3.095	1.476	Y
20	8	2.666	2.714	2.285	2.809	
21	8	3.047	3.428	3.19	3.476	Y
22	8	2.611	2.428	2.952	2.809	Y
23	8	2.761	2.476	1.809	2.523	Y
24	8	3.238	3.047	2.809	3.047	Y
25	8	2.809	3.333	3.238	2.857	Y
26	8	0.381	0.00	0.00	0.142	Y
27	8	3.809	3.809	3.904	3.857	
28	8	2.476	1.952	1.095	0.761	
29	8	3.095	1.238	1.571	1.809	
30	8	2.476	2.714	2.809	2.666	Y
31	8	0.904	0	0.381	0.381	Y



	Grade Level	Term 1	Term 2	Term 3	Term 4	2005/2006
32	8	3.761	3.762	3.689	3.571	Y
33	8	1.142	1.238	1.095	1.142	
34	8	2.095	1.333	1.952	1.618	
35	8	2.047	1.761	1.762	1.714	Y
36	8	0.904	0.095	0.388	0.444	
37	8	3.777	3.722	3.476	3.055	
38	8	1.142	1.38	1.381	1.095	
39	8	2.809	2.952	2.619	2.238	
40	8	1.285	1.143	0.777	1.19	Y
41	8	2.904	2.476	2.571	2.619	Y
42	8	3.333	3.00	3.19	2.952	
43	8	2.095	1.238	1.571	1.571	
44	8	0.00	0.761	0.095	0.095	Y
45	8	2.809	2.333	2.714	2.047	
46	8	2.333	2.047	3.333	2.904	
47	8	3.333	3.00	2.571	2.476	
48	8	2.476	1.904	2.095	1.238	
49	8	3.285	2.476	3.523	3.047	Y
50	8	1.285	1.476	1.238	1.095	Y
51	8	3.333	3.142	2.666	2.762	Y
52	8	3.142	2.381	2.714	2.381	Y
53	8	3.142	3.238	2.38	2.619	
54	8	3.00	2.333	2.5	2	Y
55	8	2.809	2.904	2.89	2.809	Y
56	8	1.944	0.833	1.00	1	Y
57	9	2.761	2.722	2.71	2.714	Y
58	9	2.142	1.904	3.238	2.952	Y
59	9	3.80	3.266	2.944	3.166	Y
60	9	2.666	2.944	2.277	2.277	
61	9	3.055	3.055	3.555	3.277	Y
62	9	3.381	2.904	3.333	3.238	
63	9	2.523	1.619	1.50	2	Y

	Grade Level	Term 1	Term 2	Term 3	Term 4	2005/2006
64	9	2.222	2.111	2.33	2.111	
65	9	3.238	3.238	3.143	2.714	Y
66	9	2.944	2.277	3.466	3.2	Y
67	9	2.333	1.809	1.722	2.944	
68	9	3.055	3.278	3.166	3.722	
69	9	3.00	2.60	3.222	3.277	Y
70	9	3.166	3.00	2.666	3.166	
71	9	2.333	1.523	2.00	1.944	Y
72	9	2.777	2.944	1.666	1.611	Y
73	9	3.555	3.222	2.428	2.238	Y
74	9	3.20	2.933	3.555	3.555	Y
75	9	3.166	3.00	3.222	2.833	
76	9	2.399	1.80	2.611	2.055	
77	9	1.523	1.428	2.238	2	Y
78	9	3.278	3.444	2.889	2.222	Y
79	9	3.166	3.00	3.111	2.722	Y
80	9	3.533	3.733	3.777	3.733	Y
81	9	2.095	1.476	1.571	2.19	Y
82	9	3.222	3.333	3.066	2.866	Y
83	9	2.571	1.095	1.238	0.5	Y
84	9	3.047	2.333	2.111	1.666	
85	9	2.611	2.333	2.555	2.388	Y
86	9	3.142	3.047	2.50	2.389	Y
87	9	1.857	1.00	1.90	2	Y
88	9	3.20	2.933	3.466	3.199	Y
89	9	3.83	3.666	3.777	3.666	
90	9	3.333	3.333	3.111	2.833	
91	9	2.555	2.111	3.222	3.444	Y
92	9	2.777	2.833	3.60	3.333	
93	9	2.666	1.555	2.055	1.611	
94	9	3.055	3.20	3.00	2.722	Y
95	9	2.777	2.166	2.285	2.333	Y

	Grade Level	Term 1	Term 2	Term 3	Term 4	2005/2006
96	9	1.619	1.428	2.428	2.428	
97	9	2.381	2.476	2.285	2.285	Y
98	9	2.666	2.055	2.133	2.555	Y
99	9	1.777	1.333	1.611	2.111	Y
100	9	2.142	1.476	1.714	1.381	Y
101	9	2.933	2.799	3.111	3.388	Y
102	9	3.666	3.722	3.666	3.777	Y
103	9	2.571	2.222	1.904	3.333	Y
104	7	3.857	3.857	3.904	3.762	
105	7	4.00	4.00	4.00	4	
106	7	1.762	0.809	0.285	0.571	
107	7	3.285	2.238	3.142	2.952	
108	7	3.166	2.571	3.381	3.523	
109	7	3.285	3.285	3.285	3.19	
110	7	2.222	2.428	2.19	1.809	
111	7	1.904	2.19	2.333	2.428	
112	7	3.762	3.238	3.047	2.761	
113	7	2.19	2.143	2.095	2	
114	7	1.20	0.944	1.238	1.143	
115	7	3.571	3.333	3.333	3.285	
116	7	0.142	1.047	0.714	0.571	
117	7	3.095	2.333	2.809	2.999	
118	7	0.50	0.50	0.722	0.611	
119	7	3.476	3.619	2.857	2.143	
120	7	3.714	3.142	3.476	4	
121	7	4.00	4.00	4.00	4	
122	7	2.952	2.999	2.809	2.714	
123	7	1.809	1.571	0.476	0.476	
124	7	1.722	1.619	0.809	1.19	
125	7	3.238	2.666	2.381	2.857	
126	7	2.285	2.333	1.714	1.809	
127	7	1.952	2.00	2.571	1.619	

	Grade Level	Term 1	Term 2	Term 3	Term 4	2005/2006
128	7	4.00	4.00	4.00	4	
129	7	3.285	2.857	1.809	1.761	
130	7	3.952	3.571	3.619	3.285	
131	7	3.809	3.571	4.00	3.857	
132	7	2.571	2.523	1.714	1.571	
133	7	3.714	3.476	3.285	3.19	
134	7	3.809	3.761	3.952	4	
135	7	2.762	2.333	2.714	2.619	
136	7	3.476	3.238	2.095	3.666	
137	7	3.952	3.761	4.00	4	
138	7	3.285	3.333	3.333	3.381	
139	7	3.571	3.143	3.238	3.238	

Total GPA	373.865	338.680	346.118	336
Avg GPA	2.690	2.43655	2.49006	2.417



Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007

School: North Davis Junior

Target Group: Ninth Grade Students

Target Group selection is based upon:

School Improvement Plan: Students will improve math skills in order to be better prepared for high school math courses

ABSTRACT:

Statistics are indicating a trend in the math abilities of students at North Davis Junior High. We are noticing that each year more of our ninth grade students are unprepared for the high school math courses. This past school year 49% of our ninth grade students failed one or more quarters of math, 19% received no credit for graduation in math. We met with the members of our math department to determine how we could stop this trend and send our students to the high school with, not only a full year's credit in math, but also the knowledge they needed to succeed in the math courses they would take. We determined that we would follow the district recommendation to offer Algebra A to our ninth grade students. Our math teachers gave us recommendations for each student moving into the ninth grade, we looked at current math grades and past test scores, and consulted with each student and his/her parent(s) during the regular SEOP. We anticipate that offering the Algebra A class and carefully screening students so they are enrolled in the appropriate math class will enable students to pass math in order to earn credit and be prepared for the next level in math.

PROJECT DESCRIPTION:

Introduction: Students will improve math skills in order to be better prepared for high school math courses

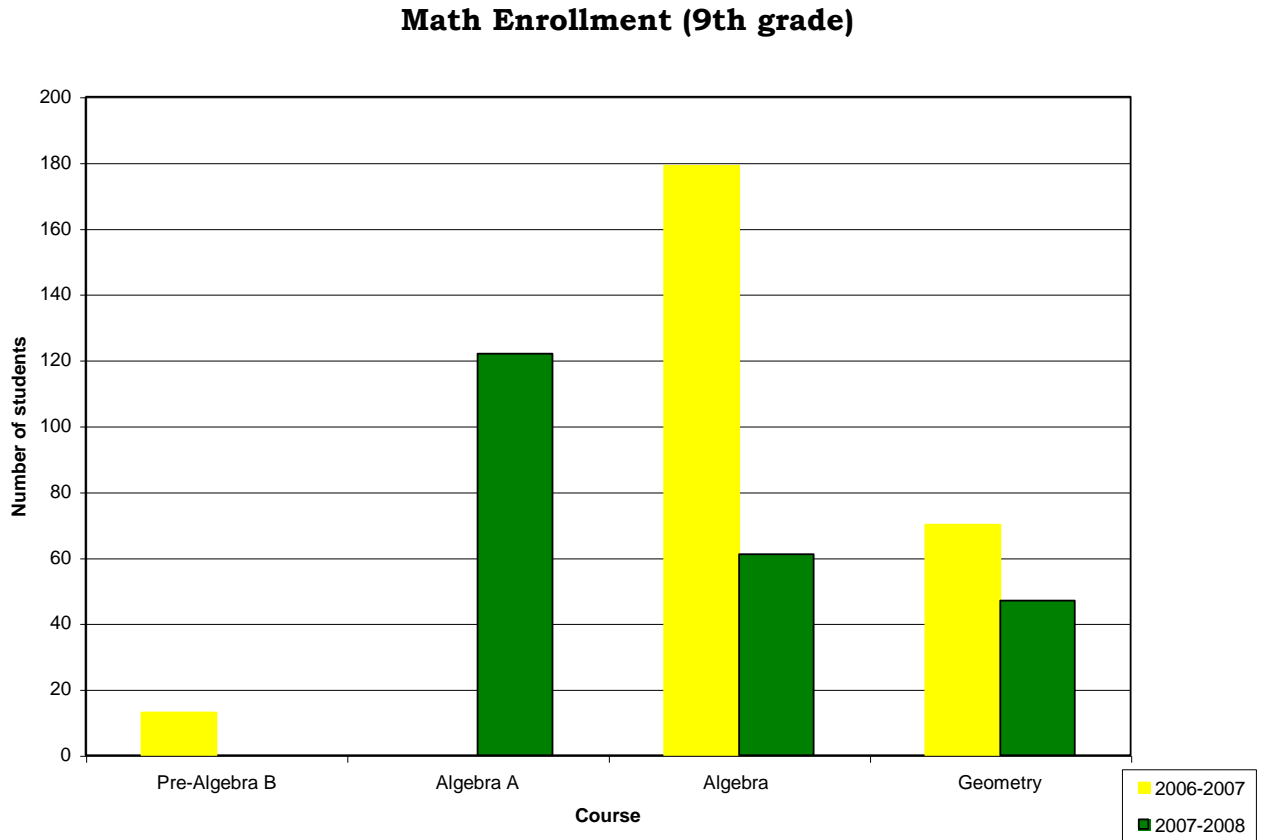
Participants:

- All ninth grade students for the 2007-2008 school year

Method:

- Students were placed in a math class based on teacher recommendation, current math grade, past test scores, and consultation with student and parent(s)
- All counselors were involved in the recommendation and placement process.

RESULTS:



During the 2006-2007 school year 70 ninth grade students were enrolled in Geometry, 197 students were enrolled in Algebra, and 20 students were enrolled in Pre-Algebra B or Functional Math. Out of those 287 students 140 failed math at least one term. For the 2007-2008 school year we have 122 students enrolled in Algebra A, 61 enrolled in Algebra, and 47 enrolled in Geometry.

DISCUSSION:

The result of this project is that we are now offering Algebra A to students who seem to not have enough knowledge of the Pre-Algebra concepts to succeed in the faster-paced Algebra course. This should enable students to completely grasp the basic Algebra concepts before continuing with Algebra B at the high school and earn a complete math credit. We will continue to monitor the students enrolled in all math classes to ensure that they are able to succeed.



Utah CCGP – Guidance Activities Results Report (Small Group) 2006-2007

School: North Davis Junior

Target Group: Students Reading Below Grade
Level

Target Group selection is based upon:

School Improvement Plan: Students will read
at or above grade level

ABSTRACT:

In the spring of 2004, we tested the sixth grade students who would be attending North Davis Jr. and 7th grade students in the fall in order to place them in the reading class that would be most beneficial for them. We wanted to target those students who were reading below grade level and place them in the appropriate reading intervention program. Those students who tested below 3rd grade level in reading were placed in the Reading 180 program. Those who tested above 3rd grade but below 5th grade were placed in the SOAR reading program. These students were tested at the end of the year and, if still reading below grade level, were placed in a reading intervention program in 8th grade. We were expecting that these students would benefit from the reading interventions that they were taught, and would be reading closer to grade level at the end of their 9th grade year at North Davis. Ninety-one percent of the students improved their reading level. Thirty-five percent are now reading at or above grade level.

PROJECT DESCRIPTION:

Introduction:

- Students will read at or above grade level

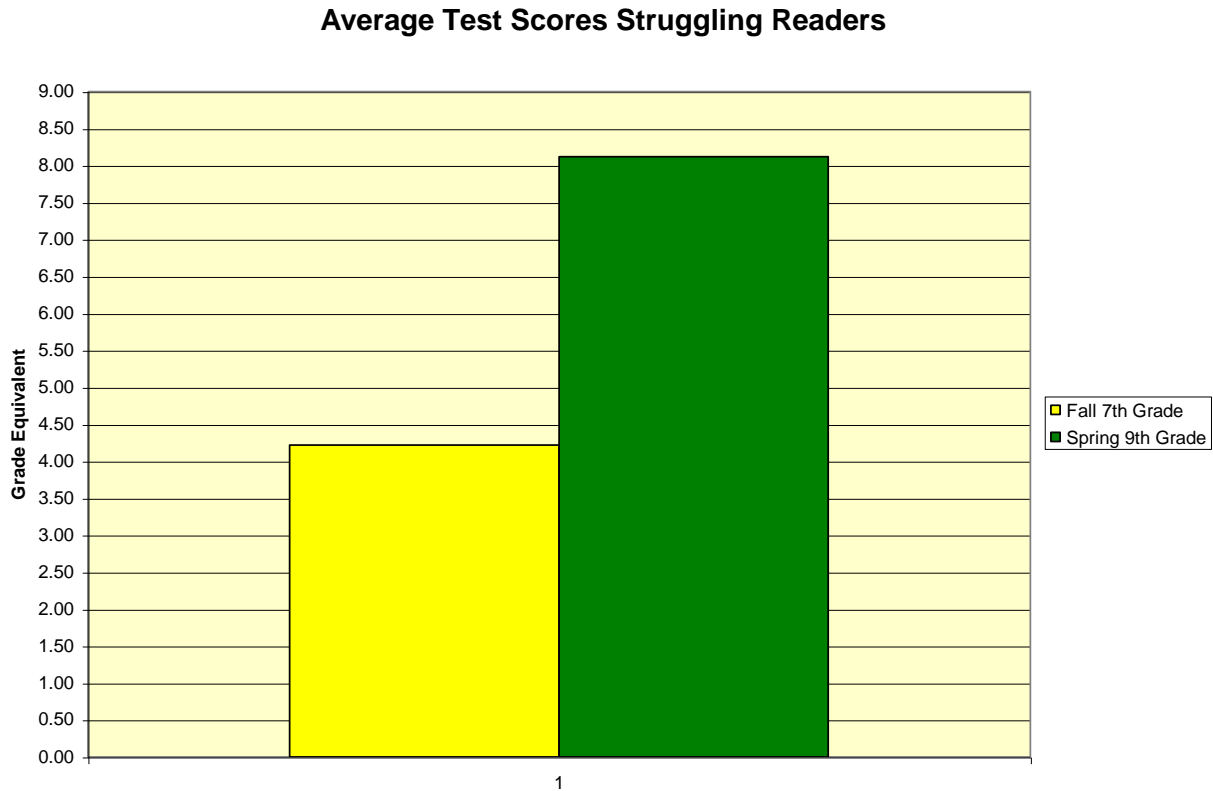
Participants:

- Eighty students participated in all three years – from 7th grade through 9th grade
- The target group were those students who read below a 5th grade level at the beginning of their 7th grade year

Method:

- Students were tested using the Stanford Diagnostic Reading Test (SDRT) at the end of their 6th grade year (Spring 2004). They were then placed into either the Reading 180 Program or the SOAR reading program.
- The reading interventions were taught in their reading classes
- The students were given periodic reading tests
- At the end of their 9th grade year (Spring 2007) students were again tested using either the SDRT or the Scholastic Reading Inventory (SRI).
- All counselors were involved in the testing and placement process.

RESULTS:



Out of the 80 students who were at North Davis at the end of the 9th grade, 73 or 91% had improved their reading level, 35% had improved to where they were reading at or above grade level. The chart above shows the average at the beginning of the 7th grade for those 80 students. The average was the grade equivalent of 4.22 at the beginning of 7th grade. At the end of 9th grade, the grade equivalent was 8.12. For those students reading at or above grade level at the end of the 9th grade, the average grade equivalent was 11.37, a significant improvement.

DISCUSSION:

The results of this project tell us that our reading intervention programs are improving the reading scores of our students who come to us reading at or below grade level. About one-third of those students are now reading at or above grade level. These students can now move in the academic world of high school with confidence that they can handle the reading expected of them. We plan on continuing the program. The advantage of testing the sixth grade students before they enter North Davis is that we can properly place them so that they receive the reading interventions that best help them.

Utah CCGP - Guidance Activities Results Report (Large Group) 2006-2007
School: North Layton Junior High
Target Group: 7th grade TLC students
Target Group selection is based upon: all students in TLC classes where Career Development Activities were taught

ABSTRACT

Career Development Activities (CDA's) are the foundation of the Counseling Department's career exploration component of the Comprehensive Guidance Program at NLJH. We wanted to see if teaching these activities as a block made the lessons more memorable than when the lessons are spread out over the school year. Five questions were asked of 7th grade students in the TLC classes at the end of the '04-'05 school year when the lessons were taught throughout the year and at the end of the '05-'06 school year when the lessons were taught during November and December. Students could recall more when the lessons were taught as a block. We feel this demonstrates the effectiveness of teaching the lessons in a condensed manner.

PROJECT DESCRIPTION

Introduction

Thirteen CDA's are taught to all 7th grade students in their TLC classes. These lessons are referred to in SEOP's and counseling related activities in 8th and 9th grades at NLJH. The Counseling Department has felt that teaching these lessons as a block instead of spreading them throughout the year would help students remember their own career related results more, as well as work better for the TLC teachers' schedule and counseling calendar. Since the district supports spreading the lessons over the academic year this seemed an ideal data project.

Participants

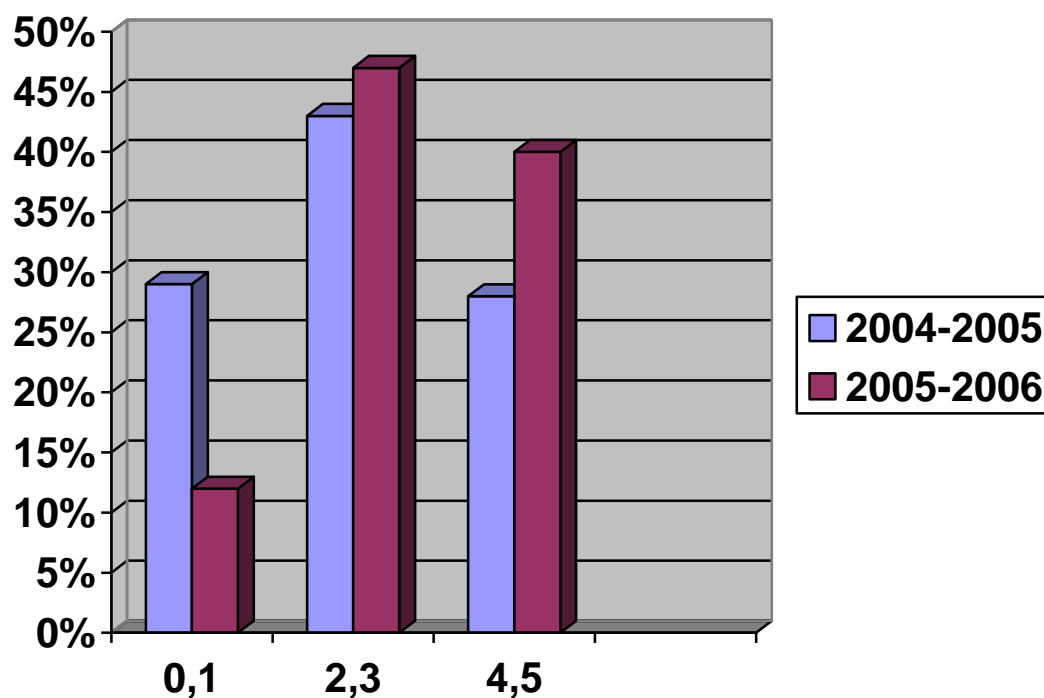
All 7th grade students in the TLC classes at NLJH for two years were included.

Method

The CDA's were taught throughout the year ('04-'05) and at year's end five questions relating to the personal results for each student were asked. The following year ('05-'06) the CDA's were taught in a two month period and the same five questions were asked at the end of the year. The responses were reviewed to see not only how many questions students answered but if the answers really applied to the CDA's. Results for each year were compared.

RESULTS

Results for the '04-'05 school year showed that 29% of students remembered zero to one answer, 43% remembered two to three answers, and 28% remembered four to five answers. Results for the '05-'06 school year showed that 12% of students remembered zero to one answer, 47% remembered two to three answers, and 40% remembered four to five answers.



DISCUSSION

These results demonstrate the effectiveness of grouping the CDA's into a smaller time frame. Since the lessons were taught in relatively the same manner from year to year and by the same people (NLJH counselors) we feel that for our students we will continue to teach the lessons in a block. Some complicating factors may be how the surveys were administered since some responses from students seemed very similar. Other methods could be used to support this conclusion such as redoing the project and changing the format of the questions

Utah CCGP - Guidance Activities Results Report (Small Group) 2006-2007

School: North Layton Junior High

Target Group: 9th grade failing students

Target Group selection is based upon: a failing grade in a core subject from 1st term, to meet our school improvement goal of having all students acquire essential skills and knowledge.

ABSTRACT

The purpose of this study was to identify 9th graders who were at risk for not graduating. First term grades and second term midterm grades were used to identify 36 students with failing grades and/or "U" citizenship grades. Students were assigned trackers to monitor their grades for the rest of the academic year and compare GPA and number of "U"'s from first and fourth term report cards. Trackers and students determined incentives, consequences and how often to meet. Academic credit improved 48%, maintained for 14%, and decreased for 38% of students. Citizenship credit improved 38%, maintained for 38%, and decreased for 24% of students. These results demonstrate the positive effect tracking had for students that could be motivated to improve. While we feel that these results demonstrate this project was successful, identifying motivated students would dramatically improve these results.

PROJECT DESCRIPTION

Introduction

Students that have a history of poor academic performance and at risk for dropping out of high school have been a concern of the faculty and staff at NLJH. It was determined that identifying these students early in their 9th grade year and providing tracking to assist them in experiencing academic success could help them realize the goal of getting a high school diploma. These students were determined to be on grade level based through testing, but had failed a core subject.

Participants

36 9th grade students were chosen as participants, of which 9 moved during the academic year and could not be included in the final data.

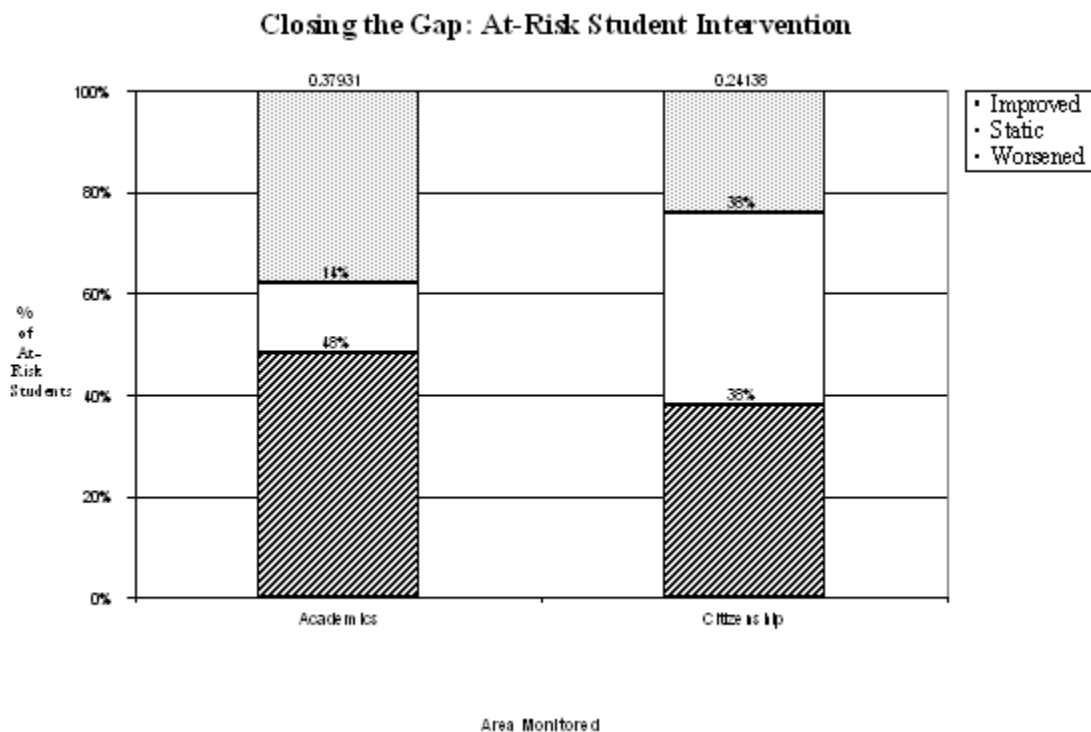
Students were selected based on failing a core subject in the 1st term of their 9th grade year. These students were determined to be at risk academically.

Method

Selected students were assigned to a counselor (Bill Rahter, Larry Metcalf, Lynette Nielson) or an administrator (Dave Turner, Kathy Ashton, James Gordon) for the remainder of the academic year (December-May '06-'07) to track their progress. Tracking of grades, attendance, and citizenship were discussed with students on a regular basis determined by the student and the assigned tracker. Evaluation of the tracking effectiveness would be determined by GPA and citizenship grades.

RESULTS

The academic credit of students improved 48%, stayed the same for 14%, and decreased for 38% of the students. The citizenship credit of students improved 38%, stayed the same for 38%, and decreased for 24% of the students. These results demonstrate the positive effect of tracking students that could be motivated to improve.



DISCUSSION

This was a very time intensive project. We feel that it was worthwhile since many of these students had experienced little academic success, and while a large percentage stayed at the same level of performance, they didn't get worse. Many of the students included in the project had been discussed at Local Case Management due to teacher concerns and attendance issues. Some students were given a study period to see if extra time for homework at school would be beneficial. Attendance was an issue for many students, and reasons for poor attendance ranged from medical and mental health issues to chronic truancy and homelessness. The effectiveness of this project will be reviewed by NLJH Administration and modifications will be addressed identify students that would benefit from tracking and other options, such as attendance monitoring, to improve our success rate. Attendance issues and the transitory situations of many of these students may be addressed in other ways since these students had low motivation for improvement.

Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007

School: South Davis Junior High – Davis School District

Target Group: entire class during silent sustained reading (SSR)

Target Group selection is based upon: 8th grade students with 2 or more failing grades and recommendations from 8th grade Team.

ABSTRACT

The SSR Peer Tutoring Program began with the goal of helping failing 8th grade students improve their grades. Nineteen tutorees and twenty peer tutors were paired and worked together every morning for 20 minutes during SSR for 1.5 semesters. By the end of 4th term, 13 of the 19 tutorees showed academic improvement.

PROJECT DESCRIPTION

Introduction (the Why)

- Our goal for initiating this program was to improve academic success in the 8th grade class. The Desired Results for Student Learning (DRSLs) were for both the tutors and tutorees to be effective communicators and complex thinkers.

Participants (the Who)

- Nineteen tutorees (plus 20 tutors)
- Target Group: 8th grade students with failing grades and/or recommended by 8th grade teachers. The tutors were also recommended by the teachers.

Method (the What, When and Where and How)

- Guidance Lesson Content: Academic improvement
- Curriculum and Materials: Tutor training, daily progress tracking sheets, space for students to work, pens, pencils, and paper.
- Project Start and End Dates: February 14, 2007 to June 1, 2007
- Class or Subject in Which the Lesson will be Presented: Silent Sustained Reading (SSR) – 20 minutes between 1st and 2nd periods, Monday- Thursday.
- Evaluation Methods – How will the results be measured? Grade improvement
- Counselor(s): Polly McQuarrie, Tina Ackerman, Intern Mario Platero, Rose Evans
- Curriculum and Materials used: Classroom assignments and homework based on USOE core curriculum, peer tutors, motivational speakers, library, daily tracking sheets.

RESULTS

7 students improved between midterm 3rd term and end of 3rd term.

8 students improved between 3rd term and midterm 4th term.

9 students improved between midterm 4th term and the end of 4th term.

Overall, 13 of the 19 tutorees showed improvements during the tutoring.

Please refer to the attached SDJH tutoring tracking sheet to see the improvements.

DISCUSSION

With 68% of the tutorees showing some grade improvement during the 1.5 semesters that we provided peer tutors, it appears that students who are failing can become more academically successful with peer support and tutoring. This program also offered an opportunity for students who wouldn't typically interact to get to know and appreciate each other. We did not measure the social benefits of this tutoring program, but in the future I think this would be valuable information to gather on a pre- and post program feedback form.

Used with permission.

Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

School: South Davis Junior High 298 West 2600 South Bountiful, Utah (Davis District)

Target Group: (Class, Focus Group, or Individuals): Students' at risk from divorced homes.

Target Group selection is based upon: (the following data/information/school improvement goals): Our divorce group will provide a safe, supportive, and positive environment for learning.

ABSTRACT

We had a group of students' who participated in a divorce group. Each student was given a pre-test and a post-test. At the end of the 8 week session, grades had not increased, but post tests showed that student levels of self-esteem and comfort levels at school and home had increased.

PROJECT DESCRIPTION

This is the Who, What, Where, When, Why, How section.

Introduction (the Why)

- Identify the Utah CCGP Student Outcome or Desired Result for Student Learning: Effective Communicator
- Intended Student Behavior: To improve coping skills with peers and teachers, and also to improve communication skills on an overall basis.

Participants (the Who)

- Number of Students Participating/Affected: Nine
- Target Group: Students' from divorced families

Method (the What, When and Where and How)

- Guidance Activity(ies) or Intervention(s): Divorce group for 7th, 8th, and 9th grade students'
- Resources/Staff Development Needed: We used the school conference room, and two counselors worked together to co-facilitate the divorce group curriculum.
- Project Start and End Dates: November 9th, 2006 thru December 14th, 2006
- Evaluation Methods – How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.) : Two different pre and post tests were administered
- Counselor(s) : Tina Ackerman, and Polly McQuarrie
- Curriculum and Materials Used : University of Phoenix Divorce Group Curriculum from the Masters of School Counseling Program

RESULTS

What are the results of the project (i.e. skills/competency data, changes in behavior, grades, attendance - including achievement data): The following data on attendance is a percentage of days that the students' missed during the year. The divorce group was held during the second term, and that was one of the least amounts of days missed by the students' during a term. The second chart of discipline points received, and the lowest amounts of points were received during the second term (this was the term that the group was held).

Attendance		1st Term	2nd Term	3rd Term	4th Term
7th Grade		2%	12%	18%	20%
8th Grade		2%	3%	4%	4%
9th Grade		18%	24%	27%	19%
Discipline Points		1st Term	2nd Term	3rd Term	4th Term
7th Grade		60 pts.	0 pts.	0 pts.	0 pts.
8th Grade		75 pts.	0 pts.	0 pts.	0 pts.
9th Grade		300 pts	40 pts.	60 pts.	90 pts.

1 – Not Happy 10 – Very Happy

1. On a scale from 1-10 how happy are you at home?

Pre-Test	Post-Test
4.5	5 **
4	5 **
9	7
5	5 *
8	4
8	9 **
3	3 *

2. How happy are you at school?

Pre-Test	Post-Test
4.5	5 **
2	3 **
10	10 *
10	10 *
4	9 **
6	8 **
1	1 *

3. Is there an adult at SDJH that I feel like I could talk to if I had a problem?

Pre-Test	Post-Test
Y	Y
N	N
Y	N
Y	Y
Y	Y
Y	Y
N	N

4. Is there an adult at home that I feel like I could talk to if I had a problem?

Pre-Test	Post-Test
Y	Y
Y	Y
Y	N
Y	Y
Y	Y
Y	Y
N	N

5. If there a friend at SDJH that I feel like I could talk to if I had a problem?

Pre-Test	Post-Test
Y	Y
Y	Y
Y	Y
N	Y
Y	Y
Y	Y
Y	Y

6. Is there a friend at home that I feel like I could talk to if I had a problem?

Pre-Test	Post-Test
N	N
Y	Y
Y	Y
N	Y
Y	Y
Y	Y
N	N

7. On a scale from 1-10 how am I coping with my parents' divorce?

Pre-Test	Post-Test
6.5	8**
3	5**
8	9**
3	1.5
6	7**
7	9**
8	10**

**The scores increased.

* The scores stayed the same, but did not go down.

1 – Disagree completely 10 – Strongly agree

1. My goal is to get rid of the hard/bad feelings.

Pre-Test Post-Test

8	5
5	8**
4	7**
8	5
5	4
5	4
2	3**

2. Talking about my emotions or strong feelings can help.

Pre-Test Post-Test

4	4*
5	8**
3	3*
4	5**
4	3
3	2
1	3**

3. If we live a good life, then we won't have hard things happening.

Pre-Test Post-Test

8	7
3	4**
10	10*
10	1
3	4**
1	5**
10	10*

4. Losses are a part of life.

Pre-Test Post-Test

2	5**
10	10*
3	8**
1	10**
10	9
5	3
1	1*

5. Ignoring your feelings can help them disappear.

Pre-Test Post-Test

5	5*
1	1*
1	2**
7	1
3	1
5	5*
2	4**

6. There is a right way to grieve a loss.

Pre-Test Post-Test

2	3**
5	9**
3	1
5	9**
3	3*
3	1
4	3

7. There are feelings we just shouldn't feel.

Pre-Test Post-Test

9	10**
8	10**
5	5*
10	10*
4	3
5	1
3	3*

**The scores went up.

* The scores remained the same, but did not go down.

We had the students write down what they learned from group. The following are their answers:

It's going to be alright, if you talk to friends.

Advice is what you ask for when you know the answer but you wish it wasn't true.

I now know people that I can talk to.

Be calmer.

Let go of the grudges that I hold.

Group helped me to make friends.

Love more, don't worry about stuff that isn't in your control, and move on.

I learned a bunch of names which helped me to socialize.

I learned that there are other people in the same situation.

It helped me to learn that other people's problems are like mine.

What are some ways to deal with hard situations:

Cry, talk, play with cat, watch tv, talk on the cell phone, ignore them, smile more, listen to music, eat, sleep, run-away, play video games, break something, build something, talk to a trusted person, cope.

DISCUSSION

This section is the place to talk about implications – What does the data tell you? What can the students do with this now? It is also the place to talk about anecdotal information, successes, improvements, and future directions. The comment made on the post test by the students' was very positive. The students' were more willing to talk about their personal situations and that their divorced family is not something they have control over, but that they do have control over their own lives as it pertains to school and their choice of friends. Our counseling office would like to continue divorce groups next year along with grade improvement groups. The students' benefited more with their social skills than their academic, but we did see attitudes and self-esteem improve due to the students' group involvement.

CCGP DATA PROJECT REPORT 2006-2007
LARGE GROUP
ABSTRACT

Eighth graders at Sunset Junior High were showing a decrease in grade performance when compared to the seventh and ninth graders. The Why Try Lessons were implemented to address the decrease in performance. Seven lessons were given to each health class throughout the semester. Each lesson would address a different aspect of the Why Try curriculum by Christian Moore. The basis of the curriculum is that doing things that are harder or more challenging will indefinitely bring more options and freedom in the future. A survey was given to the second semester classes to see what the student perception of the program was: 62% of the students who took the survey said that the lessons were beneficial to them. Many of the students reported a positive change in their life or their thinking, due to the lessons. According to the data, this program is effective, but an emphasis on hands-on/interactive lessons needs to be considered.

Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007*

Develop this plan at the beginning of the school year.

School: Sunset Junior High District: Davis School District

Target Group: (whole school, entire class, grade level) Eighth grade

Target Group selection is based upon the following data/information/school improvement goals: Safety, Collaboration, an interpersonal intervention for decision making in the eighth grade.

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/ Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
Why Try Program By: Christian Moore	-Students will become problem solvers and interact positively with others. -Students will make decisions that lead to more opportunity, freedom, and self-respect.	Why Try Program By: Christian Moore Worksheets and activity props.	Sept. 12- May 8	Approx. 275	Health Classes	Survey results

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007*

Submit the Large Group "Guidance Activities" report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: Sunset Junior High School District: Davis County School District

Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Christy Hutchinson Lloyd Kjar Carter Haacke	All 8 th graders	<p>*Why Try Program By: Christian Moore</p> <p>*Handouts with illustrations for each student.</p> <p>*Hands-on activities that are coordinated with the lesson.</p>	<p>September 12, 2006-May 8, 2007</p> <p>* Lessons taught approx. every other Tuesday to all Health classes.</p> <p>-Seven Lessons total per semester.</p>	283	<p>Survey on lesson effectiveness was given to the 2nd semester health classes. 133 responses.</p>	<p>-62% reported the lessons were beneficial to them.</p> <p>Self report on behavior, grades and decision making according to survey (What principles of the Why Try lessons have you used in your life?):</p> <p>-“I’ve chosen better friends to be around.”</p> <p>- “Don’t let other people bring me down and make sure I don’t bring people down.”</p> <p>- “To not care what people think, just be you and to succeed you have to work at it. (I have excelled lately because I thought I could do better and I did. I feel awesome. Thanks.)</p> <p>- “Respect parents.”</p> <p>- “Working hard so I can succeed.”</p> <p>- “Because they were talking about your grades and how they help you in the future so I improved my math grade.”</p> <p>Please see attached for complete survey results.</p>	<p>-Students respond well to hands-on activities.</p> <p>- Some students were directly affected by information. One student came in to the counseling center the day after a Why Try Lesson and told his counselor that he had given the lesson a lot of thought and he wanted to graduate and be successful. He didn’t want to end up like other members of his family.</p> <p>-This program will be continued through next year.</p>

CCGP DATA PROJECTS REPORT 2006-2007
SMALL GROUP
ABSTRACT

The purpose of this study was to assess the effectiveness of the Reconnecting Youth Program at Sunset Junior High. This program is set up as an elective course for eighth and ninth graders who may be struggling academically or socially. All of the students from first semester reported, through a survey, that they felt the class was beneficial to them. Grade comparisons from the GPAs prior to entering the class to the time they exited the class, revealed 56% of students improved their GPA. Students also attended 91% of their classes during the time the course was taken. From this information, it can be derived that most of them felt an increased attachment to school. Reconnecting Youth is a program that plants a seed of knowledge, it is left up to the youth how they will utilize this knowledge. The curriculum seems to have a positive impact on the students immediately, according to the grades and attendance comparisons. This program will be continued at Sunset Junior High.

ANECDOTAL #1

Tara is a former Reconnecting Youth student who is now attending high school. It has been three years since she has been in the class, but she is showing some signs of improvement through her academics and personal life. She is resolving conflicts within her family, and improving her grades steadily. When she left Sunset Junior High she had passed only three classes. Now she has a C average and has improved her choice of friends. Reconnecting Youth was an important building block for her when she was starting to make Life decisions.

ANECDOTAL #2

Betty is a former Reconnecting Youth student who is now 17 years old. She was struggling to survive her home environment and her grades showed her turmoil. When she left Sunset Junior High she had 2 credits. The seed was planted when she was at Sunset, she was given the skills and the tools that she would need. The teachers, counselors, and mentors she had at this school crossed their fingers for her. Last week she graduated from high school.

Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007*

Develop this plan at the beginning of the school.

School: Sunset Junior High District: Davis School District

Target Group: At-Risk 8th and 9th graders

Group selection is based on the following data/information/school improvement goal: Case Management Referrals, failing grade reports, school discipline reports.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .")	Start Date/ End Date	Projected # of Students Impacted
<p>Three goals of the program:</p> <ol style="list-style-type: none"> 1. Improve school performance. 2. Mood management. 3. Drug-use control. 	<p>-Students should be held accountable for their actions.</p> <p>-Student's self-concept & learning improve when they feel safe and are treated respectfully.</p> <p>-Learn problem solving, communication, and social skills.</p>	<p>Reconnecting Youth Program taught as an elective course for 8th and 9th graders.</p>	<p>Funding assistance from Davis Behavioral Health, and the provision of a certified social worker to help conduct the class.</p> <p>Training provided for staff members teaching the class.</p> <p>Reconnecting Youth program By: Leona L. Eggert and Liela J. Nicholas.</p> <p>A teacher or co-facilitator to assist with lessons for the class.</p>	<p>Grade and attendance performance.</p> <p>Survey results.</p>	<p>August to June</p>	<p>Approx. 40</p>

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

Submit the Small Group “Closing the Gap” report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: Sunset Junior High School District: Davis County School District

Counselor	Target Group	Curriculum and Materials	Start Date/End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
Lloyd Kjar Carter Haacke Christy Hutchinson	At-Risk 8 th and 9 th graders	Reconnecting Youth Program By: Leona L. Eggert and Liela J. Nicholas. -Training for teachers and staff. -Social Worker from Davis Behavioral Health. -Funding from grant money and Davis Behavioral Health.	August to June	39	Survey results from students first semester. Students reported one thing they learned in RY: -How to say NO -Self Control -We play a part in everything that happens in our life. -That you have to have self confidence in yourself in order to get to your goals. How they benefited from RY: -I realized I need to buckle down and do something with my life. -..I got out a lot and made new friends. -...it helped me with my many problems.	Grade comparisons and attendance. -Students had 91% attendance after receiving the RY curriculum. - 22 students had an increase in GPA or stayed the same. 8 of those students raised their GPA by .5 or more. -17 students had a decrease in GPA.	-Students are taught coping skills, communication, and encouraged to practice within the class as homework. -One student’s mother passed away during the course of the class and , through the support of the class, was able to raise her GPA and qualify for sports at the school. -The data shows the students begin to think about the lessons, but do not always apply them immediately (grades). - RY will be supported by Sunset Junior High for next year.

Principal’s Signature _____

Date _____

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.

**Syracuse Jr High School
Davis School District
Closing the the gap result report**

Abstract Small Group

In this study we ran three groups, identifying the students through local case management. We wanted to target students that were at risk, two groups of girls and one group of boys. The intent was to make connections and change attitudes which would lead to better performance in school. This was achieved with about ½ of the students involved, but short lived. With these results we plan to run more groups with follow up and involving the participants in more than one group.

Intended Student Behavior

To change habits and increase grades and attitudes towards school. Better communication

Identify DRSL

Students will show respect and dignity for themselves and others, students will communicate appropriately.

Guidance Activity or Interventions

Students identified in local case management.

Resources/Staff Development Needed

Training on *Why Try* and *7 Habits*.

Evaluation Method

Pretest and post-test. Grade print outs each week.

Start Date/ End Date

2006-2007 School year, 3 groups

Project # of Students Impacted

40 Students

Counselor

Karl Hall, Verla Hasler, Debbie McDonald, Teena Carper.

Target Group

At risk students

Curriculum and Materials

7 Habits, Why Try

Start Date/ End Date

2006-2007

Process Data

Three Groups

Perception Data

Pretest and Post-test provided from Davis school District

Results Data

50% of the students had the improved attitudes and decreased missing scores, about 70% reported small groups where helpful.

Implications

Better attitudes for school and better understanding how school will impact the life they desire to have. We plan to have more groups next year as a result of our data from this year's project.

Abstract Large Group

The purpose of this large group project was to evaluate the benefits of presenting the seven habits of highly effective teens to all the 8th graders, rotating through their core classes. The objective for the students was to improve their knowledge and success through individual positive habit changing. Our findings so far are that these lessons were successful, but would be better served through small groups.

Guidance Lesson Content

Habits and Goal settings

Identify the Utah DRSL

To improve students knowledge and success through individual planning.

Curriculum and Materials

7 Habits

Project Start/Projected End Date

September 2006- 2007

Projected Number of Students

430 students

Lesson will be presented In Which Class or Subject?

8th Grade Core Classes- English, Science, History

Evaluation Methods

Pretest & Post-test survey

Counselors

Karl Hall, Debbie McDonald, Teena Carper, Verla Hasler

Target Group

8th Graders

Curriculum and Materials Used

7 Habits of Highly Effective Teenagers

Start Date/End Date

September 2006- May 2007

Process Data

430 students

Perception Data

Waiting on results from post test at the Davis School District Data processing.

Results Data

No results at this time. But it is our impression that it was effective and beneficial for the students, Based on verbal comments from the students.

Implications

The students shared examples of how they applied the habits to their lives during the year. Using this feedback we felt that it was beneficial but with the time commitment involved that the 7 habits would be better served as a small group using selected students.

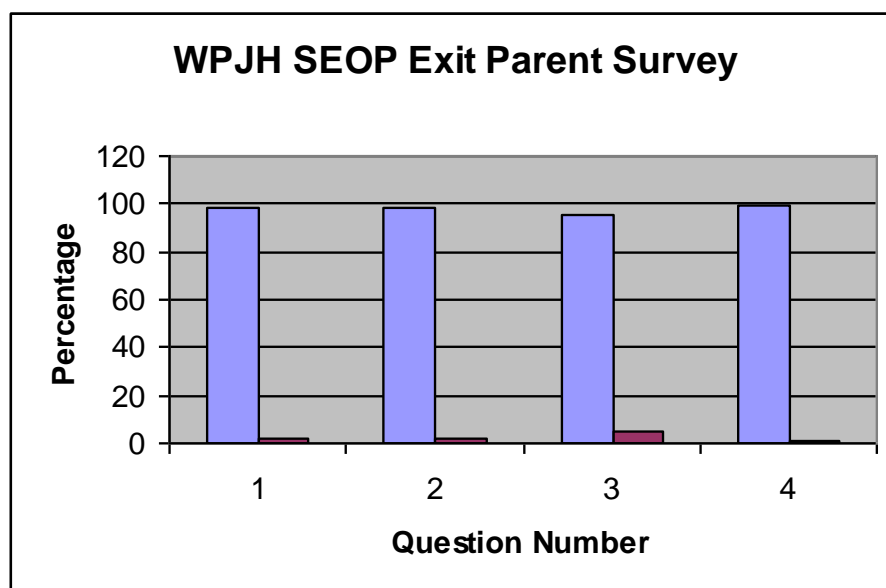
Principal Dr. Bowden

West Point Junior High
Davis School District
Guidance Activities Action Plan (Large Group)
2006 - 2007

As a result of our Needs Assessment, there were some concerns raised about the effectiveness of the SEOP conference. Even though West Point Junior has a high percentage of parent participation, parents and students seemed dissatisfied with the information they were receiving. Counselors changed the format of the conferences to reflect the District Learning Model, more student assessments, and student academic progress were incorporated into the conferences. At the end of each conference, parents and students were given a survey. As a result of the surveys, the responders (116), 98 % felt satisfied with the time they spent and 95% were satisfied with the information they received and felt the SEOP conferences were informative and help students with their future planning. (Contains 1 Table)

Statistics for Table 1

SEOP Parent Exit Survey	Yes	No
1. Was the time you and your student spent with the counselor worthwhile?	98%	2%
2. Was the information given during the SEOP relevant to you and your student?	98%	2%
3. Will this information help you and your student with future career and educational planning?	95%	5%
4. Were your questions answered?	99%	1%



West Point Junior High
Davis School District
Utah CCGP - Closing the Gap Results Report (Small Group)
2006 - 2007

West Point Junior High, through help of Trustlands funds, has incorporated Learning Skills classes for all grades. This was in direct respond to the Needs Assessment. Parents and students felt the need for extra help in developing better study habits. This program also supports the schools Desired Result of Student Learning in the area of Scholar and Literate student. Counselors provided training for teachers and curriculum (*7 Habits of Highly Effective Teens, How to Get Better Grades*) for the classes. The Learning skills class was setup as a semester class and served 190 students. Counselors conducted pre and post surveys of students. Pre-survey indicated what students wanted to learn and expectation of the class. Post-survey indicated students felt they had done better and were glad they had taken the class. Data that was used to chart student success were grades, citizenship, absences, and tardies. Data indicated an inconsistency of success. Second semester students did better than first semester. Classes where a counselor was more involved, student's grades were higher. Students enjoyed the class but did not necessarily improve grades. Data contains 11 graphs.